

# IDEC TLI 2026

Kate Nelson, PhD



Reading Recovery  

---

Community

International Data Evaluation Center



---

THE OHIO STATE UNIVERSITY

# We're Still Here!

Take a moment to high five the folks at your table and celebrate that you're all here right now

Thank each other for showing up to TLI, for each other, and for the students

[https://www.youtube.com/watch?v=nvlTJrNJ5lA&list=RDnvlTJrNJ5lA&start\\_radio=1](https://www.youtube.com/watch?v=nvlTJrNJ5lA&list=RDnvlTJrNJ5lA&start_radio=1)





# Today:

- New in IDEC
  - Return function for data
  - Adding Slosson to reports
  - Digital accessibility
  - IDEC's role at OSU
- Data for RR, DLL, LL, and LL in Spanish
- How to use IDEC Data?
- Maryann McBride
- Timothy Budz

# Digital Accessibility

- OSU has new requirements for **digital accessibility**
- IDEC's public page was reformatted to meet the standards
- The **publications** page requires a login
  - Anyone can create a login
  - Login is different than the one used for accessing reports or data entry



# Digital Accessibility

---



Reading Recovery®  
Descubriendo la Lectura  
IDEC International Data Evaluation Center  
Reading Recovery Data Collection



Videos | Log In

About

How we  
process data

Random  
Sample  
Selector

Publications

[LOG IN](#)

[I Forgot My Password](#)

# Digital Accessibility

IDEC [Home](#) [About](#) [Contact](#)

## Log in.

Please create a login and password to access the publications page. Please note this is separate from login credentials for the IDEC website.

Email

Password


Remember me?

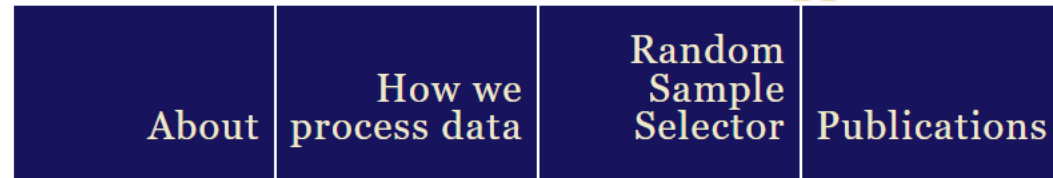
Log in

[Register as a new user](#)

# Digital Accessibility



 Videos | [Log In](#)

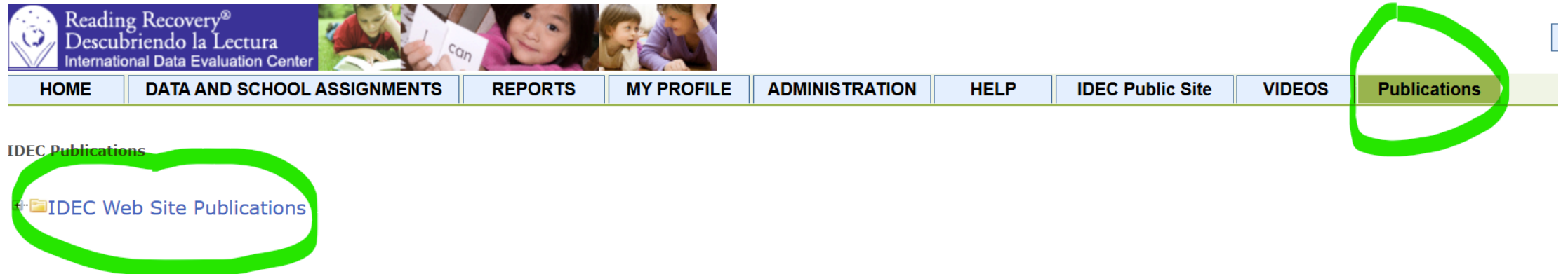


## IDEC Publications

- 📁 IDEC Web Site Publications
  - 📁 Archived Documents
  - 📁 Data Dump Helper Documents
  - 📁 Evaluation Reports
  - 📁 I LOVE DATA Fridays
  - 📁 Methodology
  - 📁 Phonics Study
  - 📁 Presentations
  - 📁 Printable Forms
  - 📁 What's New

# Digital Accessibility:

You can also access the publications page from within the IDEC website after logging in!



The image shows a screenshot of the IDEC website's navigation menu. At the top left, there is a logo for Reading Recovery® with the text "Descubriendo la Lectura" and "International Data Evaluation Center". Below the logo is a banner image of children reading. The navigation menu consists of several buttons: HOME, DATA AND SCHOOL ASSIGNMENTS, REPORTS, MY PROFILE, ADMINISTRATION, HELP, IDEC Public Site, VIDEOS, and Publications. The "Publications" button is highlighted with a green circle. Below the navigation menu, the text "IDEC Publications" is displayed, followed by a sub-menu item "+ IDEC Web Site Publications" which is also circled in green.

Reading Recovery®  
Descubriendo la Lectura  
International Data Evaluation Center

HOME DATA AND SCHOOL ASSIGNMENTS REPORTS MY PROFILE ADMINISTRATION HELP IDEC Public Site VIDEOS Publications

IDEC Publications

+ IDEC Web Site Publications

# Digital Accessibility



<a href="#">HOME</a>	<a href="#">DATA AND SCHOOL ASSIGNMENTS</a>	<a href="#">REPORTS</a>	<a href="#">MY PROFILE</a>	<a href="#">ADMINISTRATION</a>	<a href="#">HELP</a>	<a href="#">IDEC Public Site</a>	<a href="#">VIDEOS</a>	<a href="#">Publications</a>
----------------------	---	-------------------------	----------------------------	--------------------------------	----------------------	----------------------------------	------------------------	------------------------------

## IDEC Publications

- [-] [IDEC Web Site Publications](#)
  - [+] [Archived Documents](#)
  - [+] [Data Dump Helper Documents](#)
  - [+] [Evaluation Reports](#)
  - [+] [I LOVE DATA Fridays](#)
  - [+] [Methodology](#)
  - [+] [Phonics Study](#)
  - [+] [Presentations](#)
  - [+] [Printable Forms](#)
  - [+] [What's New](#)

# IDEC and OSU

## What's changing:

- Transitions between Reading Recovery and OSU are underway

## What's Continuing:

- **IDEC** will continue serving the Reading Recovery Community

## Looking Ahead:

- **IDEC** is expanding to support additional research at OSU



# IDEC and OSU

- IDEC's webpage will undergo cosmetic changes as part its effort to expand support to OSU researchers
- We will *still* serve Reading Recovery
- We'll just look more like Buckeyes!
- <https://wwwdevp.idecweb.us/>

# Reading Recovery Data

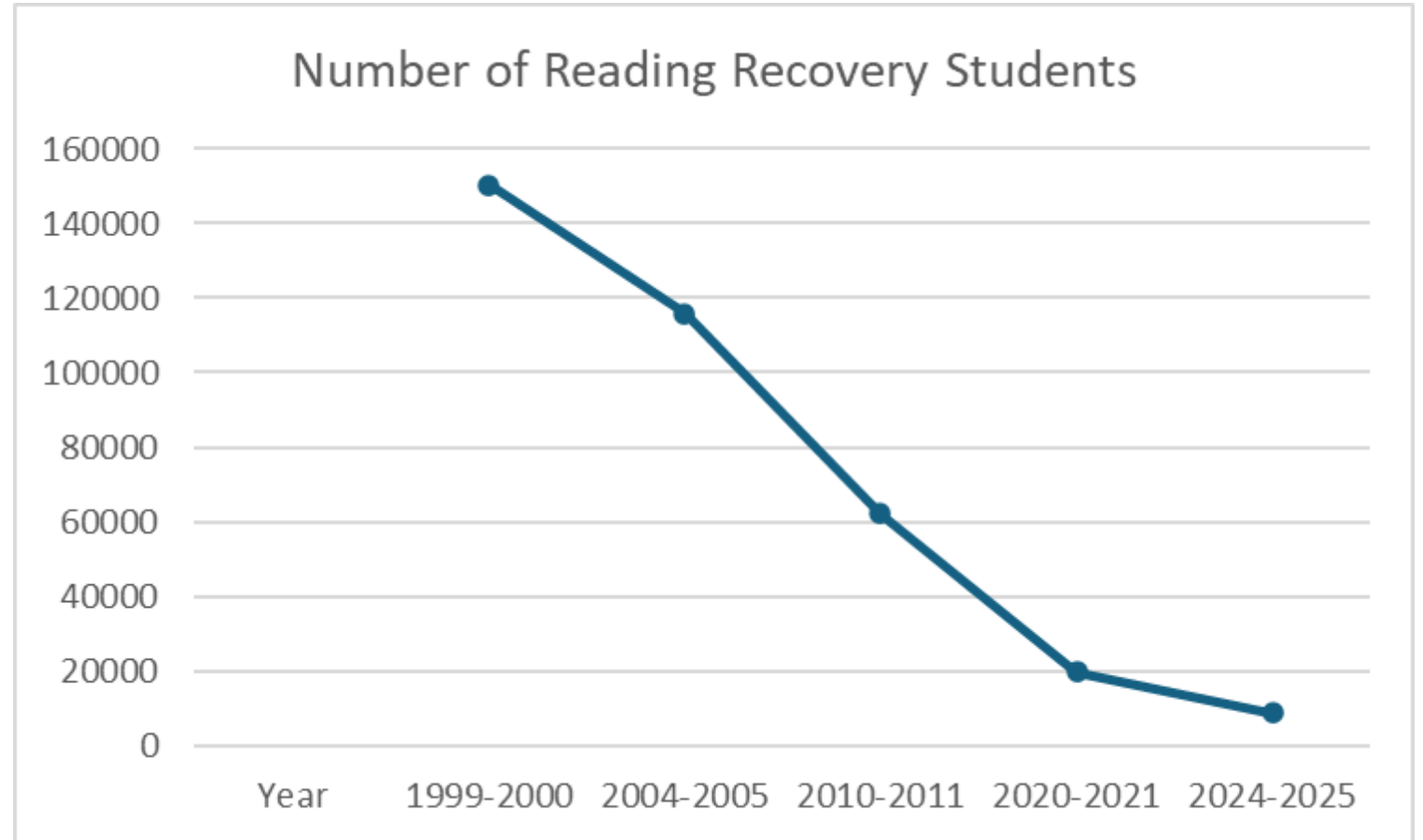
2024-2025 School  
Year

## *Participation in Reading Recovery*

Entity	2021-22	2022-23	2023-24	2024-25
University Training Center	12	11	9	8
Teacher Training Sites	170	149	124	83
States	41	38	31	27
School Systems	608	549	415	282
School Buildings	1,898	1,798	1,364	792
Teacher Leaders	212	189	165	104
Teachers	2,725	2,736	2,119	1,229
Reading Recovery Students	19,726	20,488	15,258	8,575
Random Sample Students	1,925	3,388	2,497	1,521

# Wider Context

Year	RR Students
1999-2000	150,221
2004-2005	115,717
2010-2011	62,200
2020-2021	19,716
2024-2025	8,575

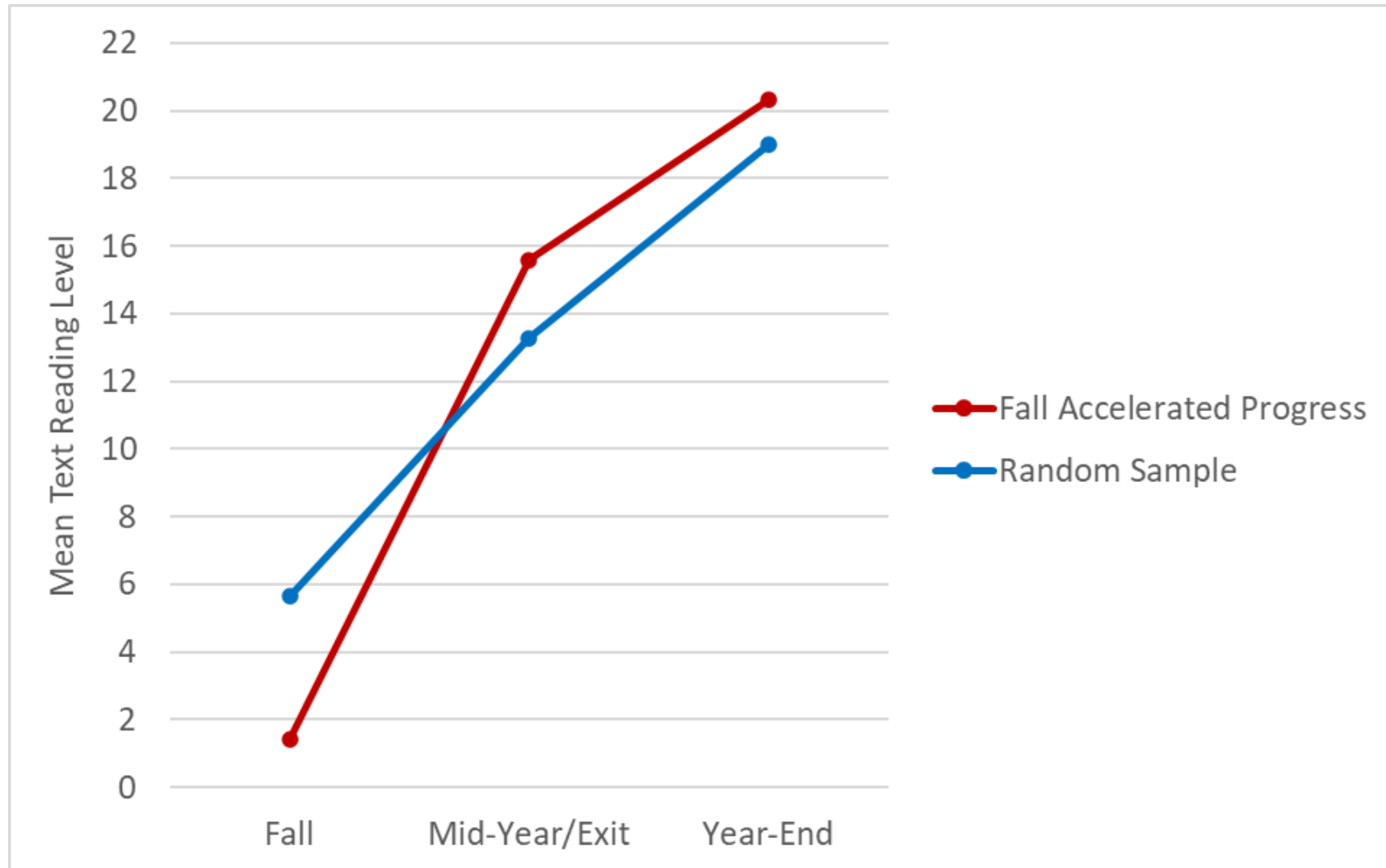


*Counts and Percentages of Reading Recovery Students by Exit Status, 2024–2025*

Exit Status	<i>n</i>	% Full Program	% Total
Accelerated Progress	3,885	61.0%	45.3%
Progressed	1,326	20.8%	15.5%
Recommended	1,160	18.2%	13.5%
Incomplete	1,823		21.3%
Moved	179		2.1%
None of the Above	202		2.4%
Total	8,575		

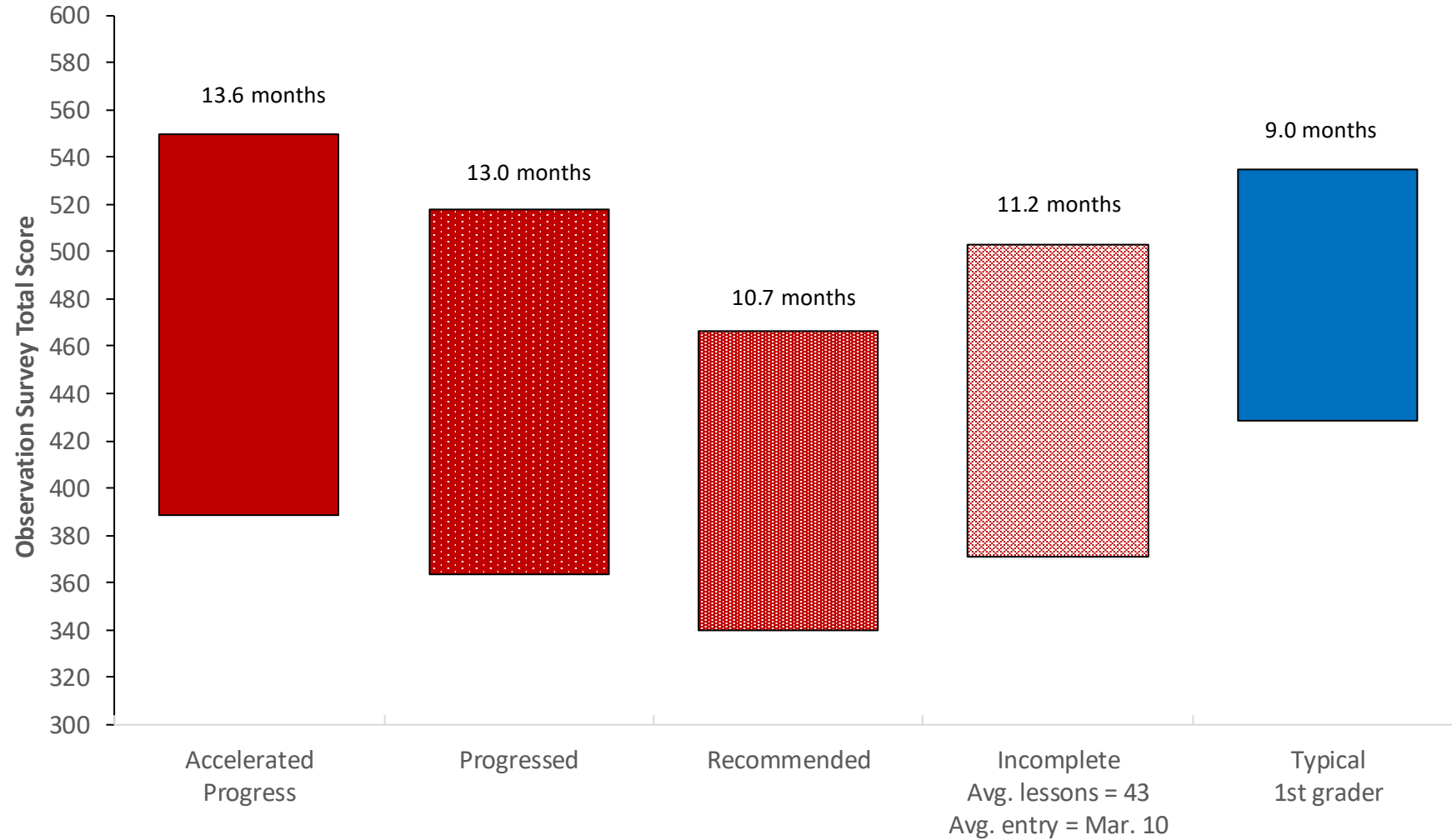
NOTE: Percentages are rounded to the nearest tenth and may not sum to 100%.

# Mean TRL Scores at Fall, Mid-Year (exit), and Year-End for RR Accelerated Progress students Served in Fall, and RS students, 2024-25



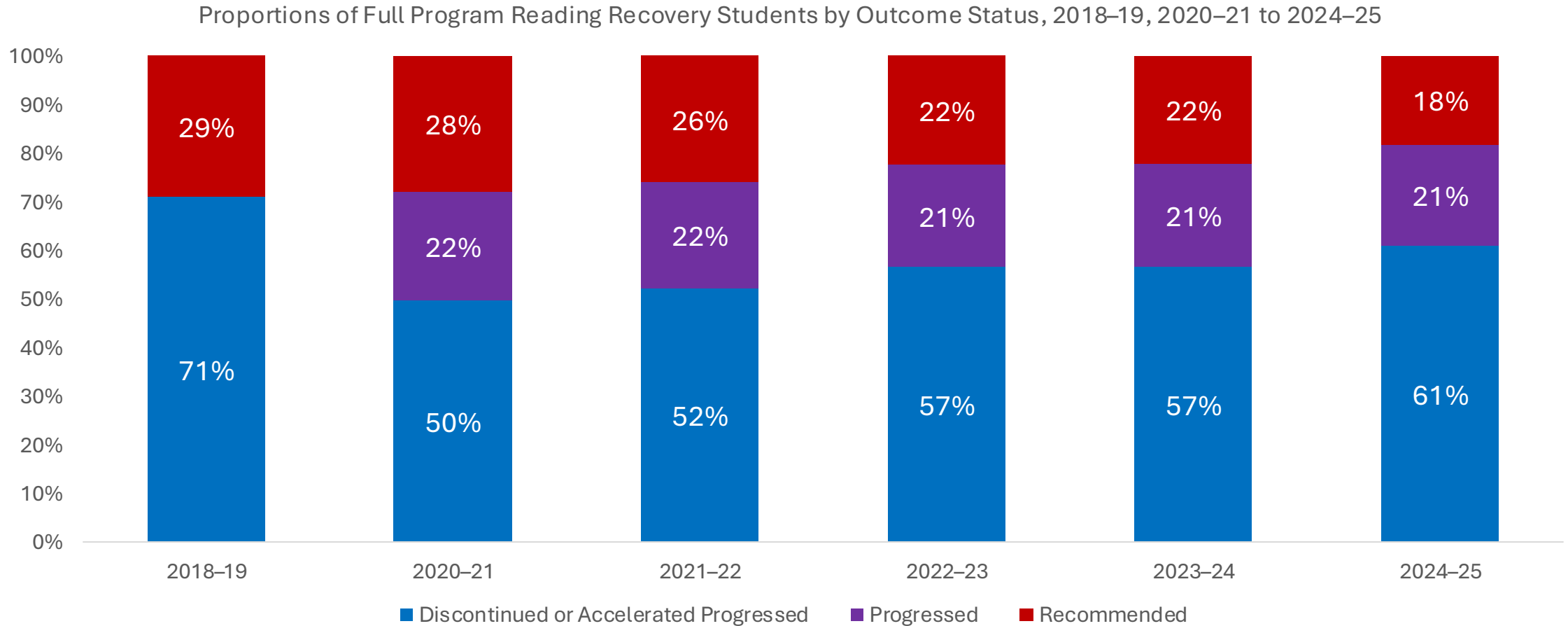
# Average Gain in OS Total Scores for Full-Program + Incomplete RR Student & RS Students, 2024–25

Year Gain in Months on the Observation Survey Total Scores, 2024–25



2023-24 AP: 13.1, P: 12.3, R: 10.4, I: 10.5

# Percentages of Full Program Reading Recovery Students by Outcome Status, 2018–2019, 2020–2021 through 2024–2025



# Descubriendo la Lectura Data

2024-2025 School  
Year

*Participation in Descubriendo la Lectura 2021-2022 through 2024-2025*

---

Entity	2021-2022	2022-2023	2023-2024	2024-2025
University Training Center	3	3	3	3
Teacher Training Site	11	18	19	15
States	6	8	8	7
School Systems	11	19	22	19
School Buildings	31	49	51	47
Teacher Leaders	13	20	20	14
Teachers	28	50	47	47
<u>Descubriendo la Lectura</u> Students	206	321	308	263
Random Sample Students	59	166	153	160

*Counts and Percentages of Descubriendo la Lectura Students by Exit Status, 2024–2025*

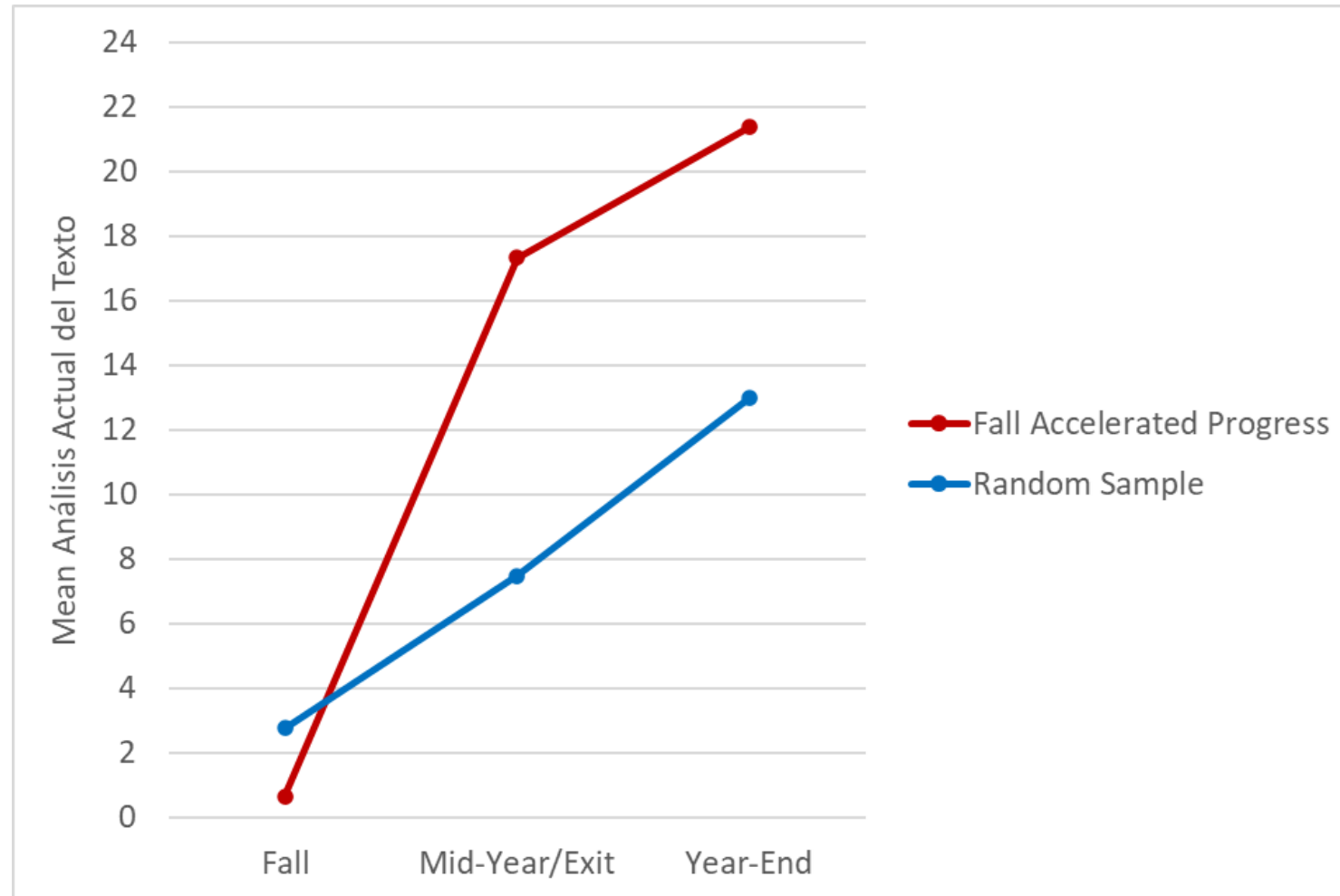
---

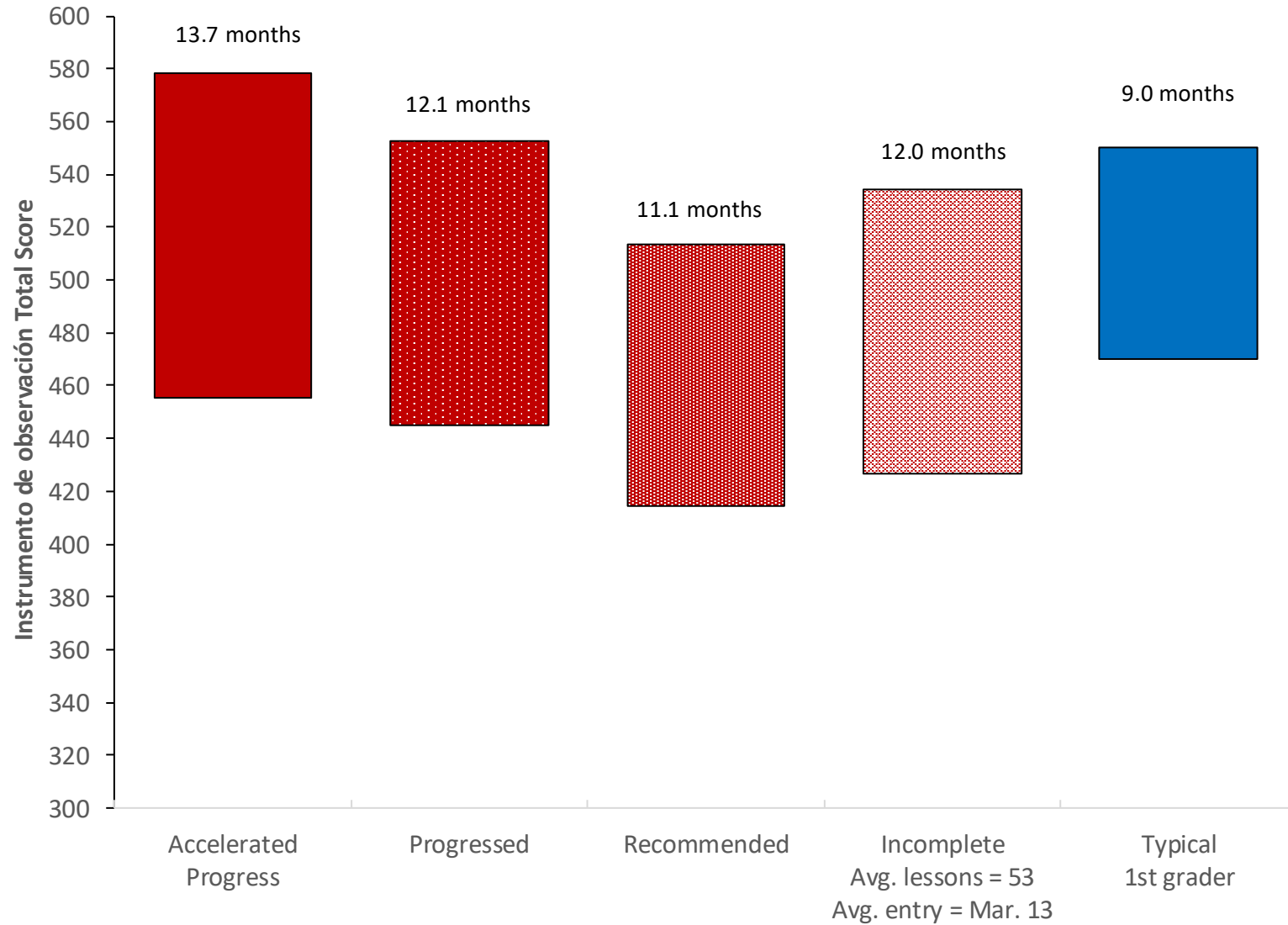
Exit Status	<i>n</i>	% Full Program	% Total
Accelerated Progress	96	51.1%	36.5%
Progressed	37	19.7%	14.1%
Recommended	55	29.3%	20.9%
Incomplete	63		24.0%
Moved	5		1.9%
None of the Above	7		2.7%
Total	263		

---

NOTE: Percentages are rounded to the nearest tenth and may not sum to 100%.

*Mean Análisis Actual del Texto Scores at Fall, Mid-Year (Exit), and Year-End for DLL Accelerated Progress Students Served in the Fall and RS Students, 2024–2025*

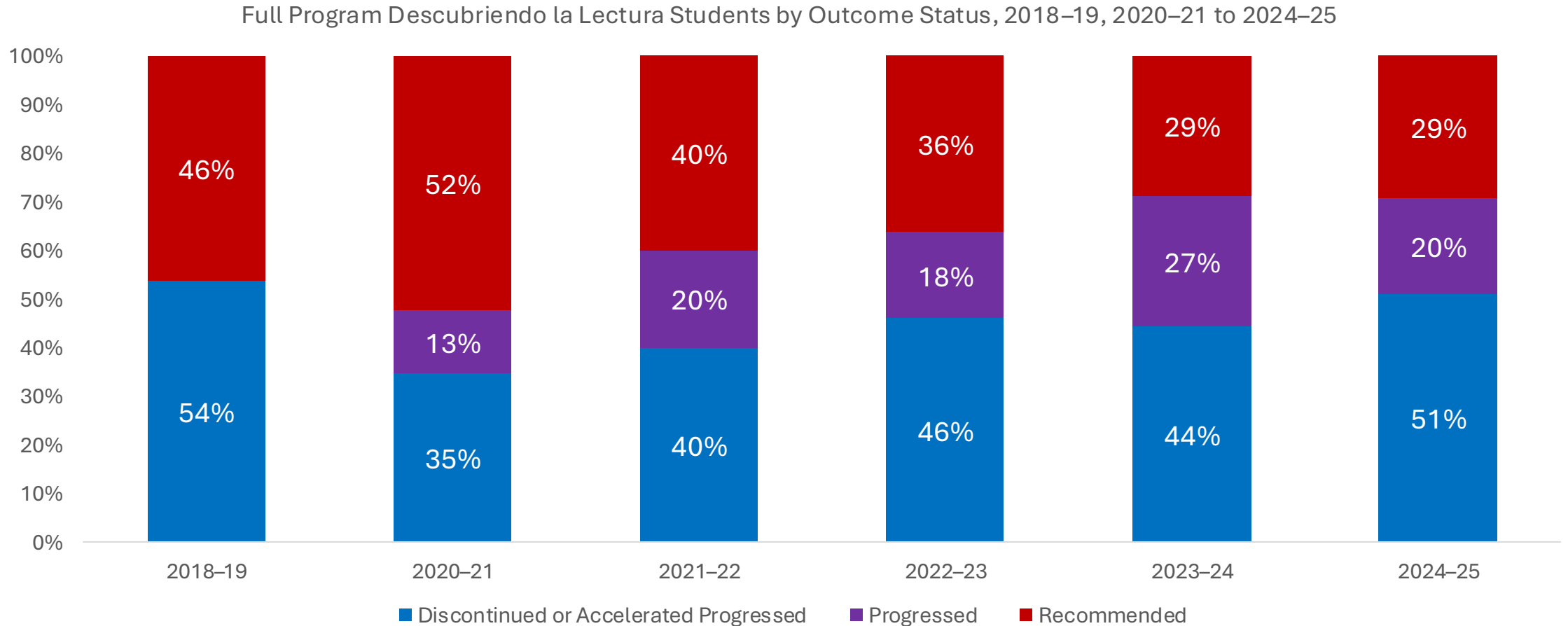




Average Gain in OS Total Scores for Full-Program and Incomplete DLL Students by Exit Status and DLL RS Students, 2024–2025

2023-24 AP: 14.2, P: 12.3, R: 10.1, I: 10.1

# Percentages of Full Program DLL Students by Exit Status 2018–2019, 2020–2021 through 2024–2025



# Literacy Lessons Data

2024-2025 School  
Year

# Literacy Lessons, 2024–25

Grade	Special education		English language learners	
	Count	Avg. lessons	Count	Avg. lessons
1	41	56	74	52
2	30	54	45	53
3	17	66	24	64
4	23	68	15	46
5	17	64	4	39
6	4	47	12	48
Total	132	60	174	53

There were a total of 306 students in Literacy Lessons in 2024–25.  
The average number of lessons for both groups was 56 lessons

# Literacy Lessons Demographics Special Education 2024-25

There were 132 students in Literacy Lessons in Special Education in 2024–25.

## Special Education, 2024–25

Grade	Gender		Race Group				Has identified	
	Male	Female	Hispanic	Black	Other	White	disability	Is ELL
1	25	16	15	4	3	18	36	9
2	18	12	6	7	2	12	20	6
3	9	8	3	2	4	5	15	6
4	16	7	4	4	1	11	22	8
5	11	6	8	2	1	5	17	7
6	3	1	3	---	---	1	4	3
Total	82	50	39	19	11	52	114	39

# Literacy Lessons Demographics ML 2024-25

There were 174 students in ELL Literacy Lessons in 2024–25.

English Language Learners, 2024–25

Grade	Gender		Race Group				Has identified	
	Male	Female	Hispanic	Black	Other	White	disability	Is ELL
1	43	31	57	1	8	6	6	65
2	22	23	33	2	7	3	3	43
3	11	13	17	1	2	4	2	24
4	8	7	9	---	4	2	---	15
5	2	2	3	---	1	---	---	4
6	6	6	12	---	---	---	---	11
Total	92	82	131	4	22	15	11	162

# Missing Both Exit and Year-end Scores

School year	LL type	Grades						Total (all grades)	% of
		1	2	3	4	5	6		Total
2023–24	Special education	2	1	1	1	---	---	5	3%
	English language learners	---	9	10	2	1	---	22	15%
	Total (both types)	2	10	11	3	1	---	27	9%



School year	LL type	Grades						Total (all grades)	% of
		1	2	3	4	5	6		Total
2024–25	Special education	---	---	1	2	---	---	8	6%
	English language learners	4	1	2	1	---	---	3	2%
	Total (both types)	4	1	3	3	---	---	11	4%



There were 307 total LL students in 2023-24; 306 total LL students in 2024-25

# Literacy Lessons in Spanish

## 2023–24 School Year

Grade	English language learners	
	Count	Avg. lessons
1	6	74
2	---	---
3	---	---
4	1	62
5	1	67
6	---	---
All grades	8	71

## 2024–25 School Year

Grade	English language learners	
	Count	Avg. lessons
1	36	27
2	8	31
3	1	19
4	1	32
5	---	---
6	---	---
All grades	46	28

# LL in Spanish Demographics, 2024–25

Literacy Lessons in Spanish, 2024–25

Grade	Gender		Race Group				Has identified disability	Where served	
	Male	Female	Hispanic	Black	Other	White		Classroom	Pull-out
1	10	26	30	---	---	6	2	6	30
2	3	5	8	---	---	---	---	---	8
3	---	1	1	---	---	---	---	---	1
4	---	1	1	---	---	---	---	---	1
5	---	---	---	---	---	---	---	---	---
6	---	---	---	---	---	---	---	---	---
<b>Total</b>	<b>13</b>	<b>33</b>	<b>40</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>2</b>	<b>6</b>	<b>40</b>

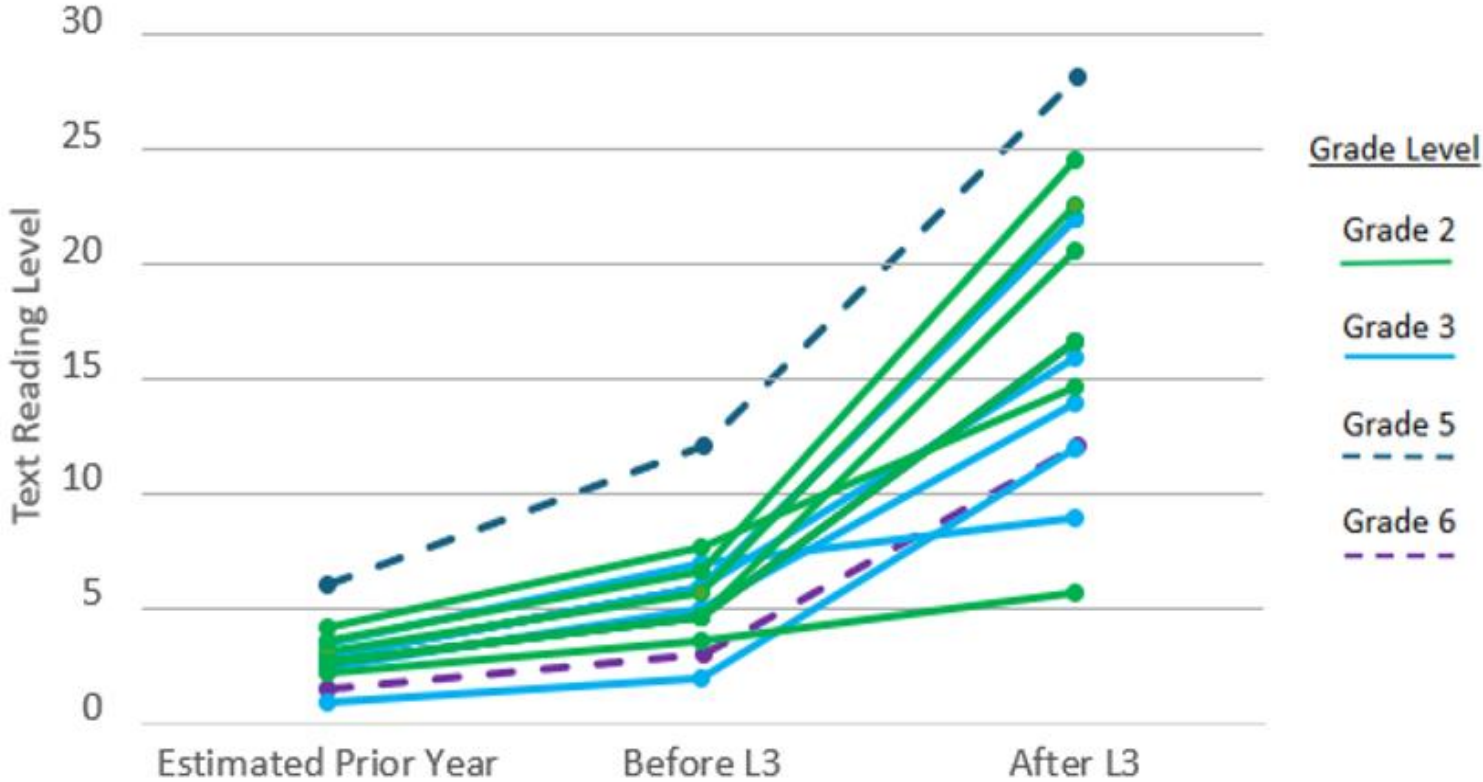
# Using IDEC Data: Literacy Lessons

2024-2025 School  
Year

# TRL Growth over time for Literacy Lessons 2024-25

Figure 1

Growth on Text Reading Level, L3 Students, XXXX District, 2024-25

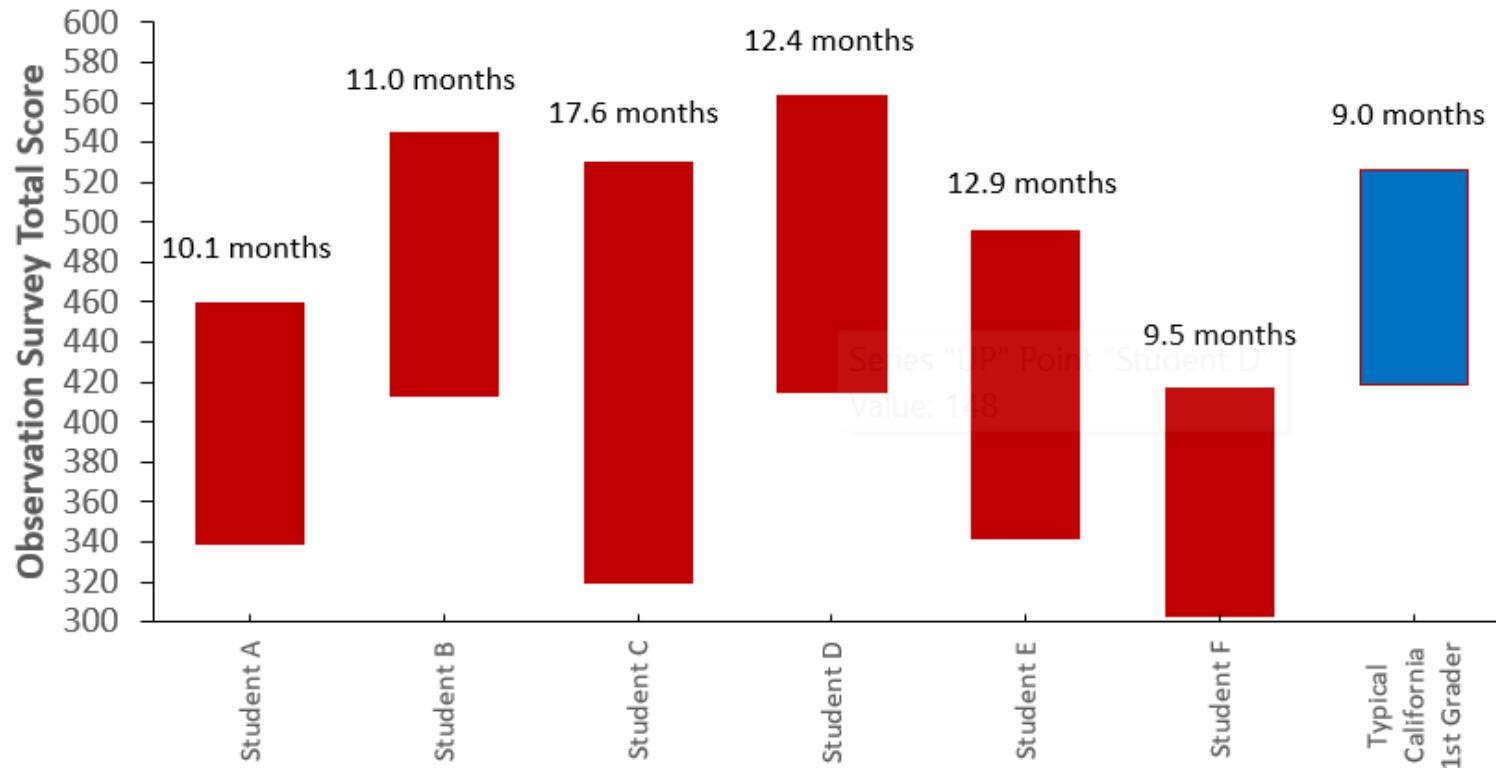


- Solid = ML students
- Dashed = Special Ed students
- First data point = estimated TRL, approximated as 1/2 of student's pre-L3 level, as no prior-year data was available

# Growth on OS Total Score for RR Eligible Students in Grade 1, 2024-25

Figure 2

Growth on Observation Survey Total Score, Grade 1 L3 Students, XXX, Compared to STATE Random Sample, 2024-25 (Students A-F)

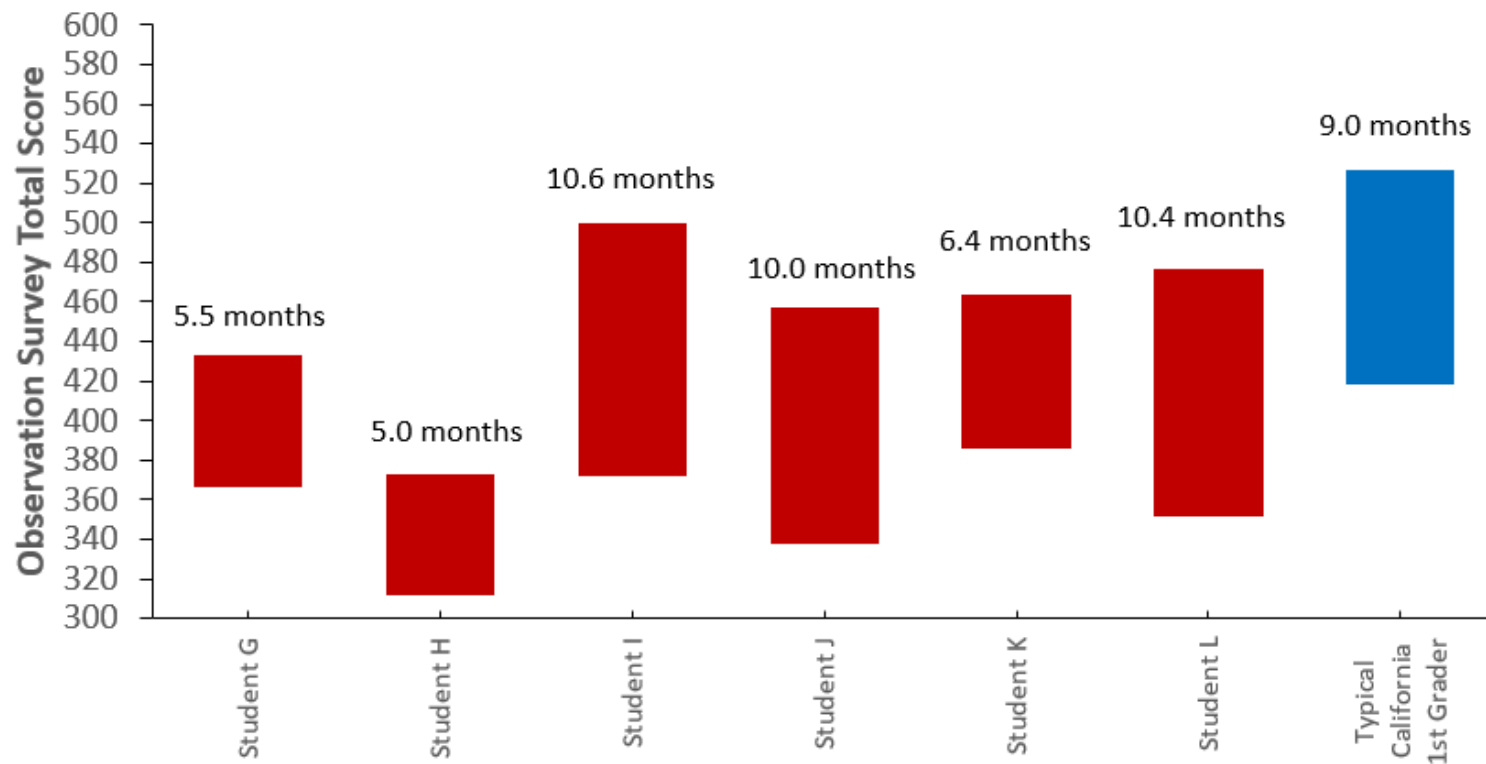


- State RS OS total score was 419 in the fall, 499 at mid-year, and 527 at Year-end
- The bottom of each bar=students' OS Fall score, top of bar= students' scores at Year-end

# Growth on OS Total Score for RR Eligible Students in Grade 1, 2024-25

**Figure 3**

*Growth on Observation Survey Total Score, Grade 1 L3 Students, XXX, Compared to STATE Random Sample, 2024–25 (Students G–L)*

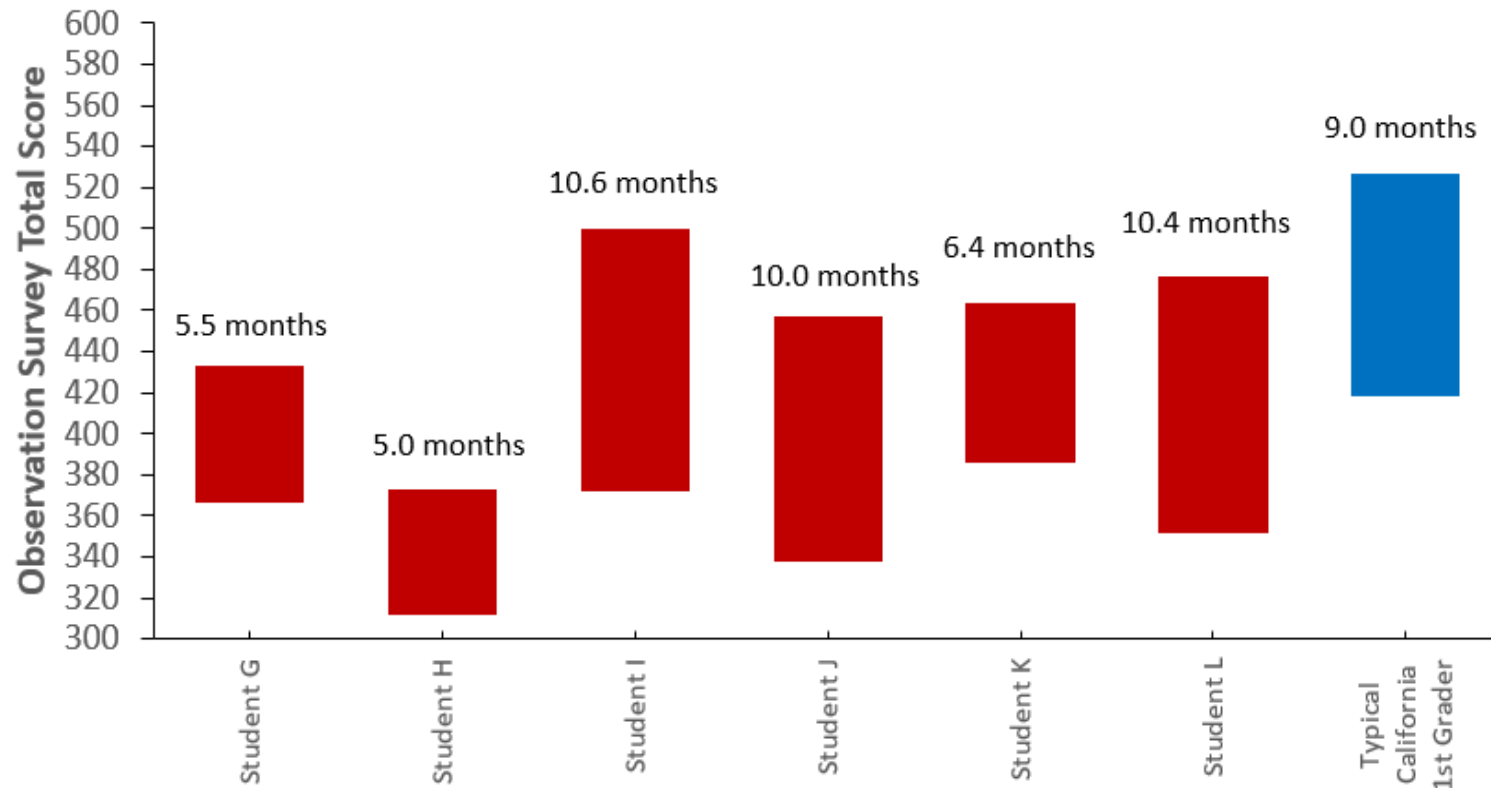


- State RS OS total score was 419 in the fall, 499 at mid-year, and 527 at Year-end
- The bottom of each bar=students' OS Fall score, top of bar=students' scores at Year-end

# Growth on OS Total Score for RR Eligible Students in Grade 1, 2024-25

**Figure 3**

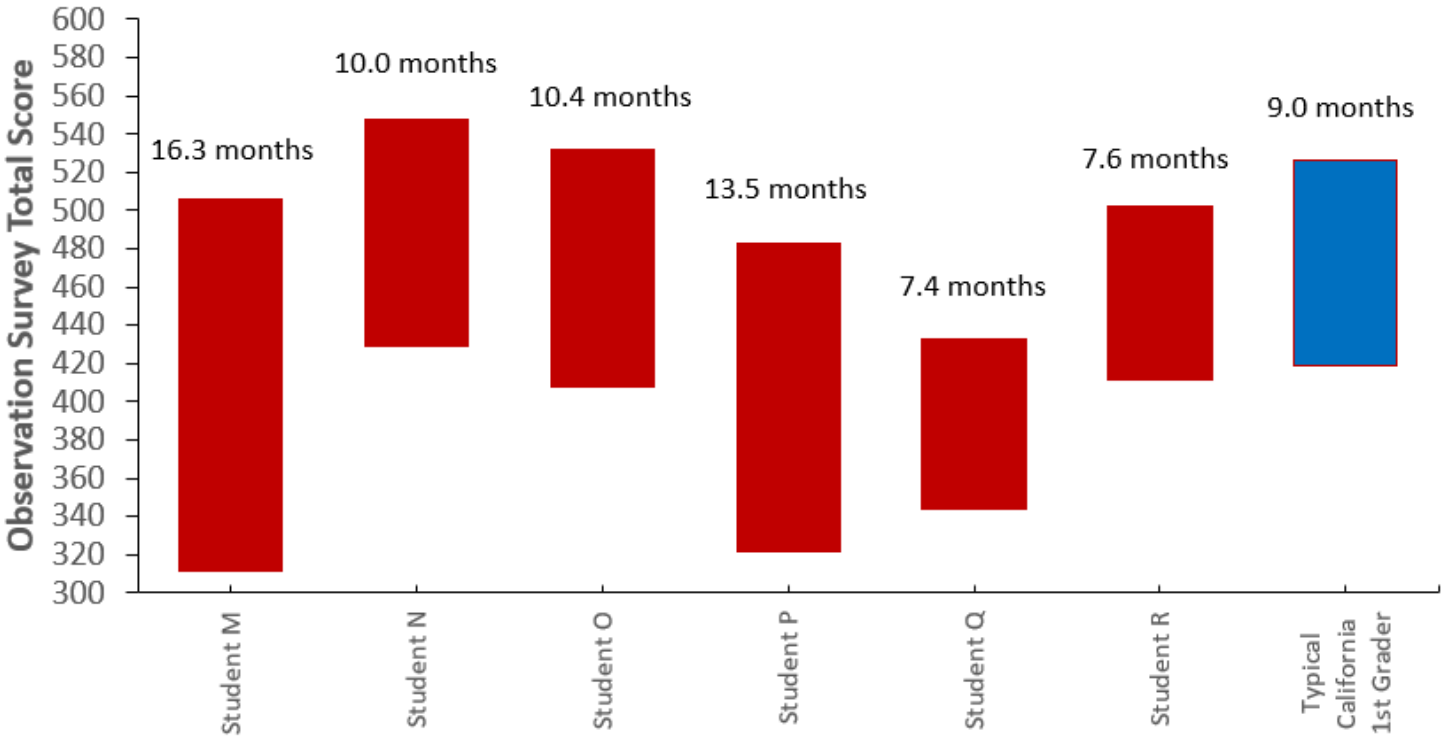
*Growth on Observation Survey Total Score, Grade 1 L3 Students, XXX, Compared to STATE Random Sample, 2024–25 (Students G–L)*



# Growth on OS Total Score for RR Eligible Students in Grade 1, 2024-25

**Figure 4**

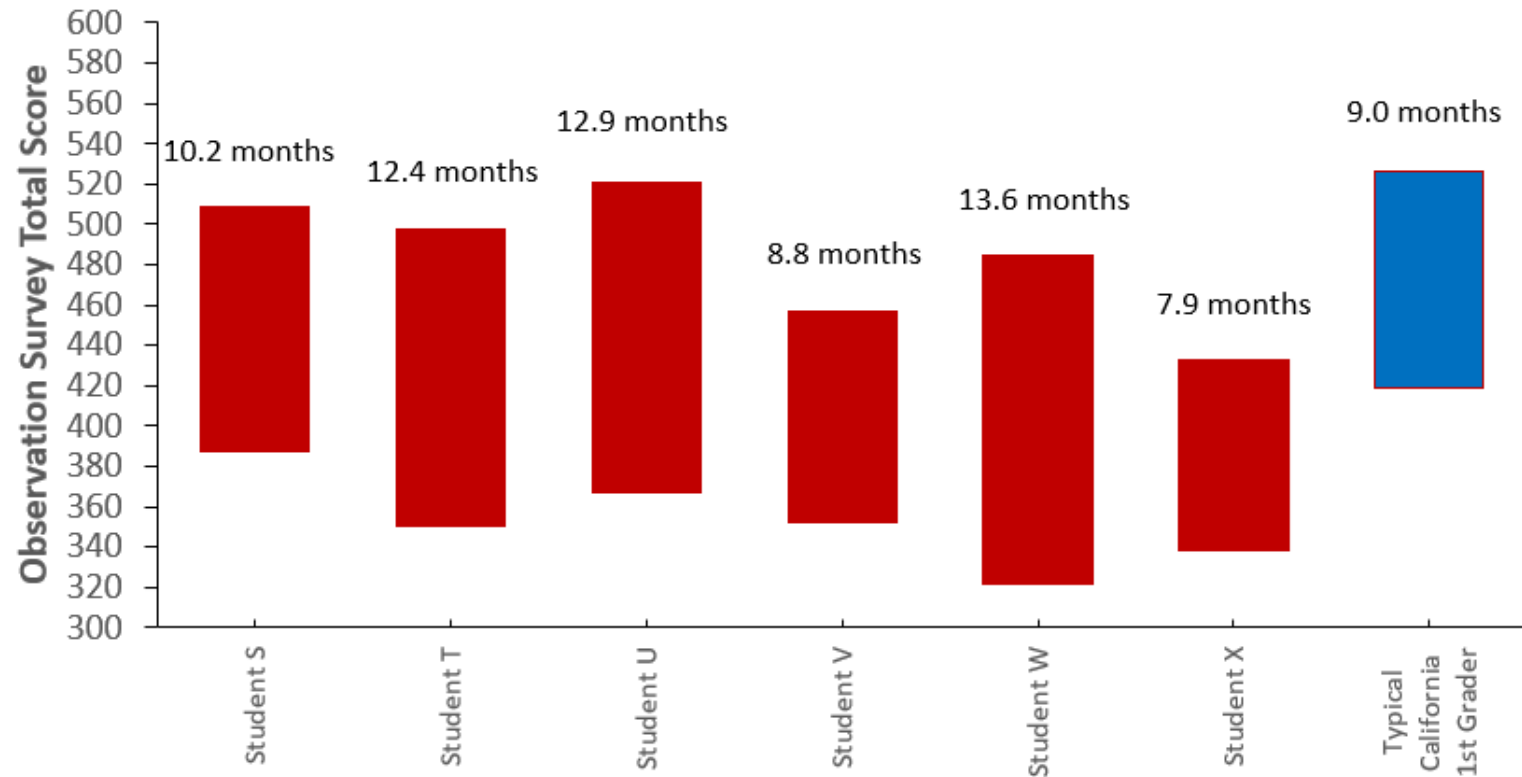
*Growth on Observation Survey Total Score, Grade 1 L3 Students, XXX, Compared to STATE Random Sample, 2024-25 (Students M-R)*



# Growth on OS Total Score for RR Eligible Students in Grade 1, 2024-25

**Figure 5**

*Growth on Observation Survey Total Score, Grade 1 L3 Students, XXX, Compared to STATE Random Sample, 2024–25 (Students S–X)*



# Questions? Comments? Suggestions?



CONTACT KATE!  
614-247-9980



NELSON.739@OSU.EDU



Maryann McBride

Teacher Leader, Clemson  
University



**The Early Literacy Center  
For South Carolina**  
CLEMSON® UNIVERSITY

# Getting HELP from IDEC

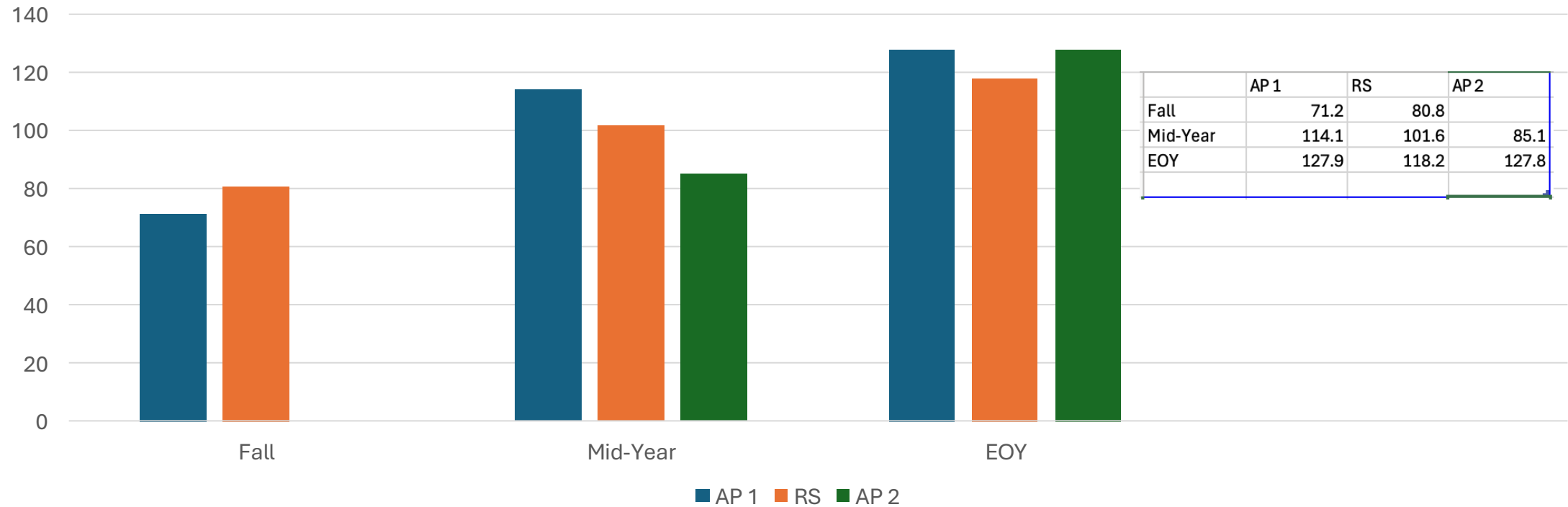
Maryann McBride

Teacher Leader

Clemson University Early Literacy Center

# Mesmer Phonics Assessment

Mesmer Total Score: Accelerated Progress/Random Sample



# Mesmer Phonics Assessment



**Statistically Significant Difference**  
Small Effect Size:  $n^2=0.041$

*Total Mesmer Scores Univariate ANOVA*

Cases	Sum of squares	df	Mean Square	F	p
Study group	6631.229	1	6631.229	26.951	< .001
Residuals	155258.660	631	246.052		

*Note.* Type 3 Sum of Squares

# Mesmer Phonics Assessment



The effect size between the beginning of the intervention (BOI) and the end of year (EOY) was **exceptionally large**, exceeding two standard deviations.

## *Paired Samples T Test*

Measure 1	Measure 2	<i>t</i>	<i>df</i>	<i>p</i>	Cohen's <i>d</i>
BOI total scores	EOY total scores	56.090	557	<.001	2.374

## Total Points and End-of-Year Scores on Mesmer Subtests for Accelerated Progress Students

Subtest	Total Points	Average Scores for Accelerated Progress
A1 Uppercase Letter Names	26	25.9
A2 Lowercase Letter Name	28	27.6
A3 Letter-Sounds	26	25.5
B1 Short Vowels	10	8.5
B2 Digraphs	5	4.5
B3 Beginning Blends	15	11.9
B4 Final Blends	8	6.1
C1 Silent e	5	3.4
C2 Vowel Digraphs	15	8.8
C3 R-Controlled (ar, er, ir, or, ur)	5	3.4
C3 Other R-controlled	5	2.6
C4 Diphthongs	5	2.6

*Note.* Accelerated Progress students include those served in both 1<sup>st</sup> and 2<sup>nd</sup> rounds,  $n \approx 570$



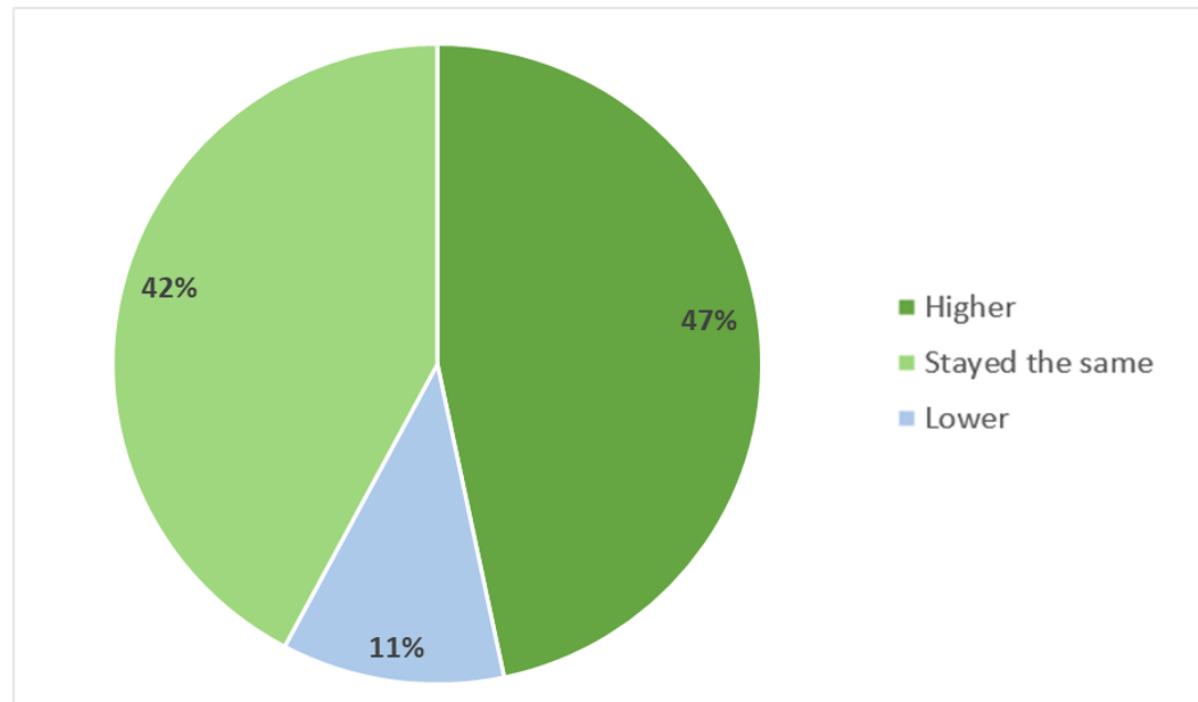


# Tigers Read

**Table 2. Counts and Percentages of the 2024–2025 Literacy Intervention Students Whose Fall 2<sup>nd</sup> Grade TRL Was Higher, Stayed the Same, or Was Lower Than Their Year-end 1<sup>st</sup> Grade TRL**

Text Reading Level (TRL)	<i>n</i>	%
Higher	168	47%
Stayed the same	152	42%
Lower	40	11%

**Figure 2. Percentages of the 2024–2025 Literacy Intervention Students Whose Fall 2<sup>nd</sup> Grade TRL Was Higher, Stayed the Same, or Was Lower than their Year-end 1<sup>st</sup> Grade TRL**

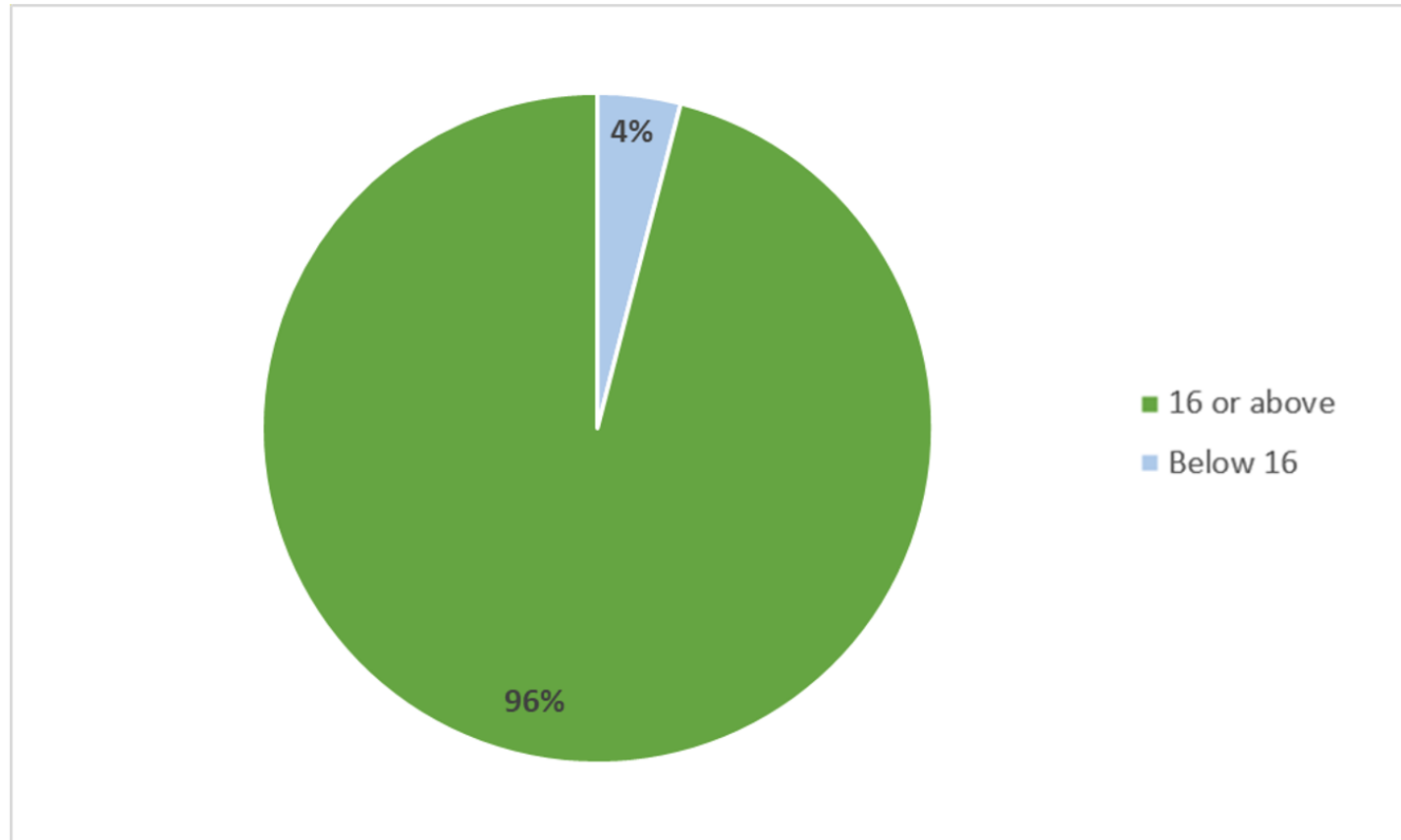


*Note.* Percentages are rounded to the nearest whole number.

**Table 3. Counts and Percentages of the 2024–2025 Literacy Intervention Students with a 2<sup>nd</sup> Grade Fall Text Reading Level At or Above Level 16, or Below Level 16**

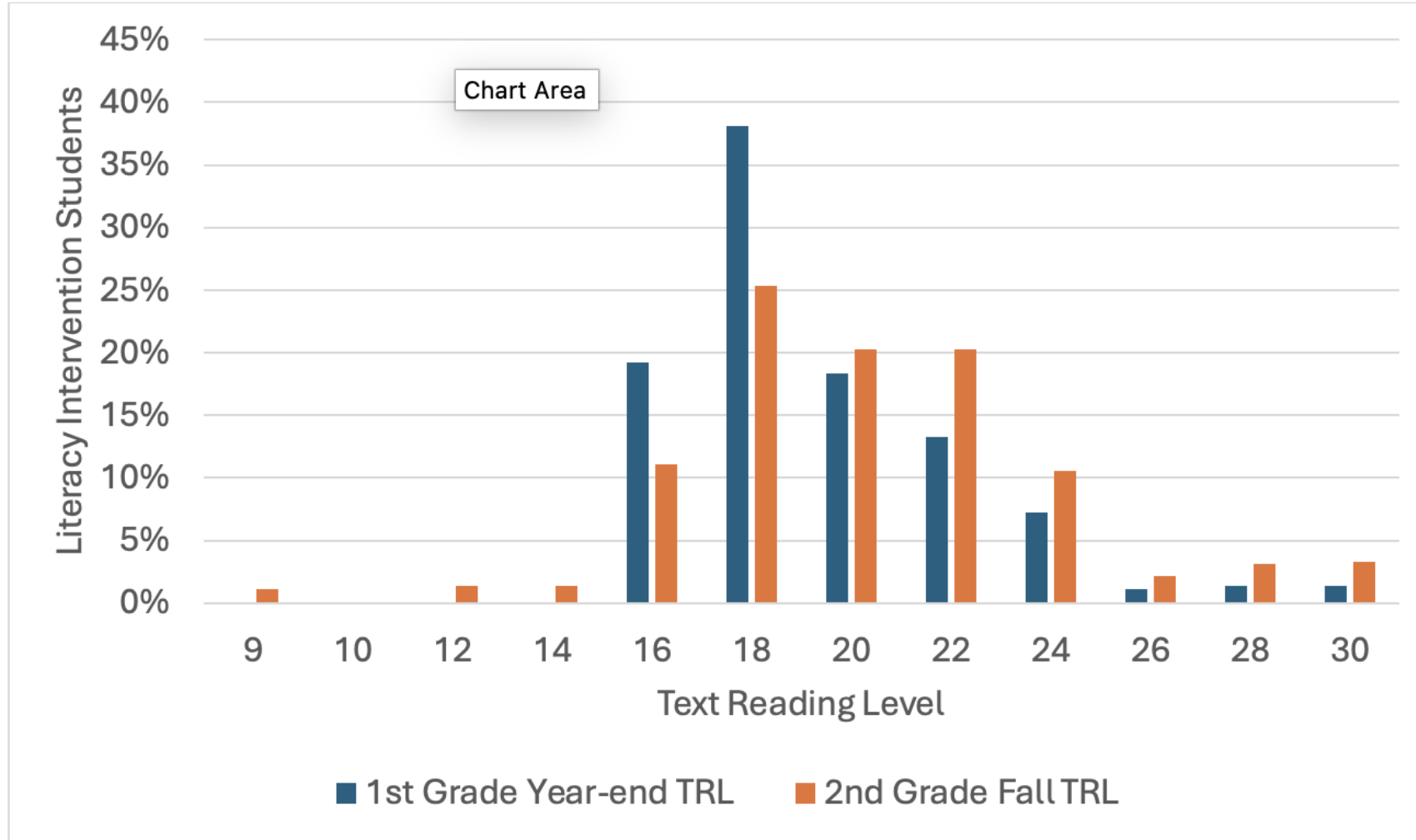
Text Reading Level	<i>n</i>	%
16 or above	346	96%
Below 16	14	4%

**Figure 3. Percentages of the 2024–2025 Literacy Intervention Students with a 2<sup>nd</sup> Grade Fall Text Reading Level At or Above Level 16, or Below Level 16**



Note. Percentages are rounded to the nearest whole number.

Figure 4. Distributions of Year-end 1<sup>st</sup> Grade Text Reading Level (TRL) Scores and Fall 2<sup>nd</sup> Grade TRL Scores of the 2024–2025 Literacy Intervention Students

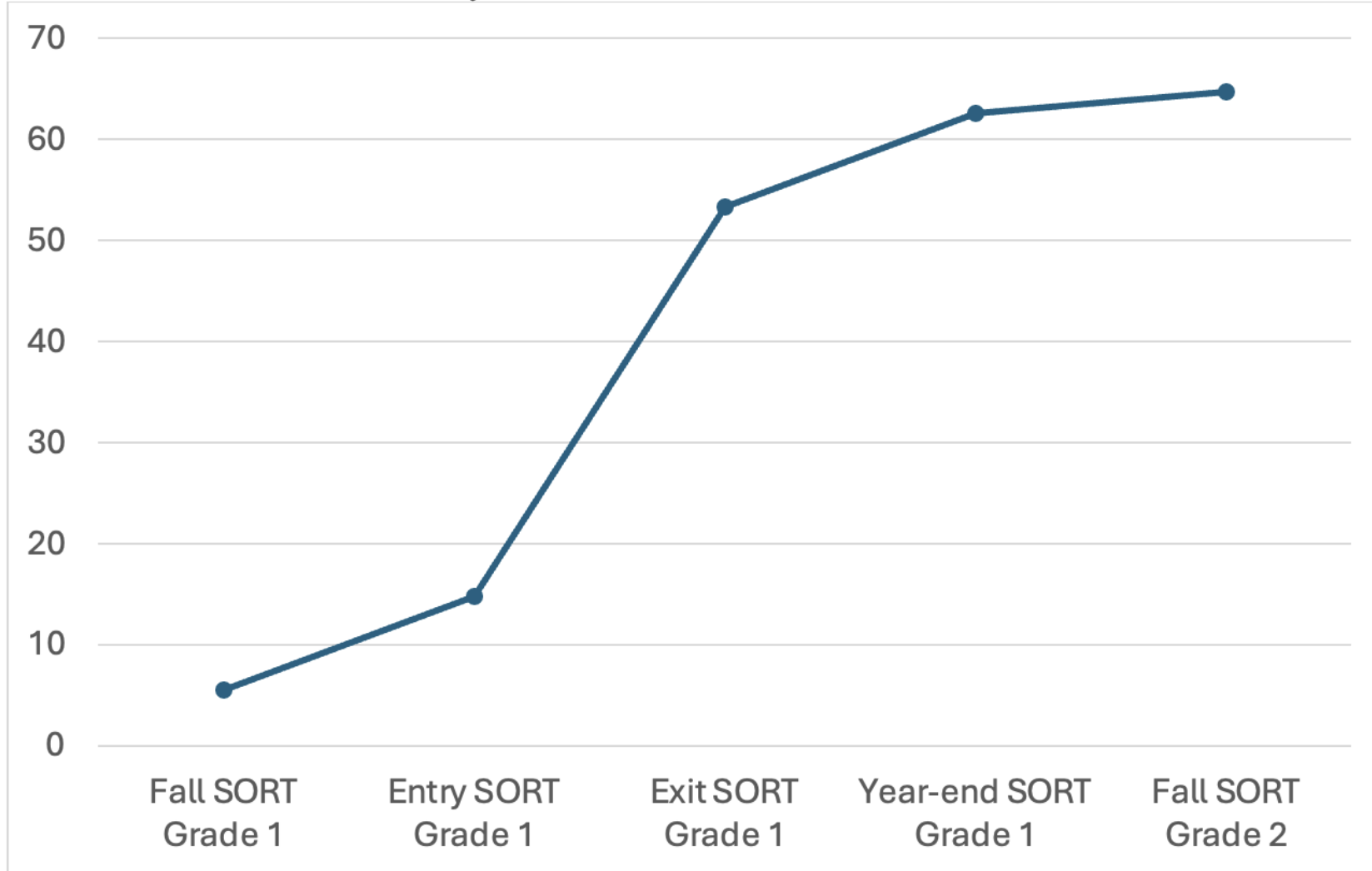


H	I	J	K	L	M	N	O	P	Q	R	S
Date of Last Lesson	# of Weeks	Number of Lessons	Year End Text Reading Level	Letter Identification	Ohio Word Test	Concepts About Print	Writing Vocabulary	HRSW	Retest Fall TL	Retest Fall SORT-R	
5/13/2025	13	66	16	54	19	19	22	36	14	42	
12/5/2024	19	74	18	53	17	21	31	35	UA	UA	
5/15/2025	17	66	18	54	20	22	52	32	16	44	
1/27/2025	21	72	18	53	19	18	40	30	18	75	
5/9/2025	15	75	16	54	19	21	39	36	9	37	
1/10/2025	18	64	No EOY Data	No EOY Data	No EOY Data	No EOY Data	No EOY Data	No EOY Data	16	79	
1/14/2025	20	73	16	54	18	14	32	37	18	60	
2/21/2025	18	72	16	51	13	20	24	33	16	60	
5/6/2025	11	38	18	54	20	21	20	36			
5/16/2025	28	108	18	52	17	20	6	36	18	57	
2/4/2025	22	78	16	52	19	20	50	34	12	26	
1/28/2025	22	83	16	53	19	17	31	32	16	60	
1/31/2025	20	82	16	53	17	19	47	33	16	47	

Table 5. Average Slosson Oral Reading Test (SORT) scores for the 2024-2025 Literacy Intervention Students: Fall, Entry, Exit and Year-end of 1<sup>st</sup> grade and Fall of 2<sup>nd</sup> grade with the Grade Equivalency (GE) for the raw score.

Description	Student Count		GE
	n	Mean	
Fall SORT grade 1	219	5.3	K.1
Entry SORT grade 1	355	13.6	K.3
Exit SORT grade 1	355	55.1	2.0
Year-end SORT grade 1	358	63.5	2.3
Fall SORT grade 2	360	64.7	2.4

**Figure 6a.** Average Slosson Oral Reading Test (SORT) Scores for the 2024–2025 Literacy Intervention Students: Fall, Entry, Exit, Year-end of 1<sup>st</sup> Grade, and Fall of 2<sup>nd</sup> Grade



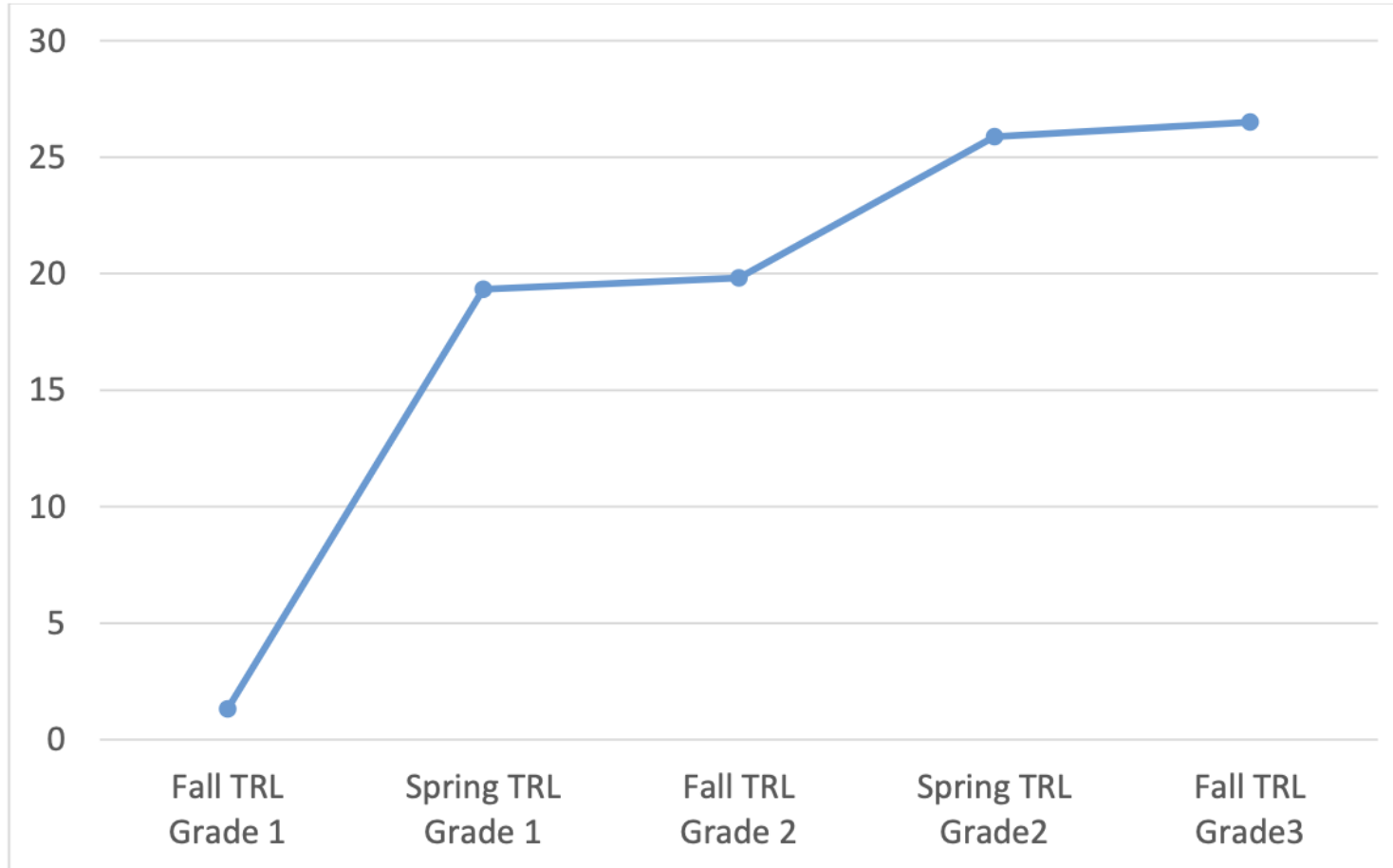
# 2024-2025

Cherokee County				
[Redacted]				
				Follow-up
6143396	✗			
6139067	✗			
6139068	✗			
6143395	✗			
6139070	✗			
6139069	✗			
[Redacted]				
[Redacted]				
				Follow-up
6135245	✗			
6135244	✗			
6135243	✗			
6140864	✗			

## RRUS Generic Follow-up Survey \* = required

1. Was this child retained in second grade?
2. Second Grade Standardized Test #1 Name:
3. Second Grade Standardized Test #1 Result:
4. Second Grade Standardized Test #2 Name:
5. Second Grade Standardized Test #2 Result:
6. Second Grade Standardized Test #3 Name:
7. Second Grade Standardized Test #3 Result:
8. Second Grade Standardized Test #4 Name:
9. Second Grade Standardized Test #4 Result:
10. Second Grade Standardized Test #5 Name:
11. Second Grade Standardized Test #5 Result:
12. Was this child retained in third grade?
13. Third Grade Standardized Test #1 Name:
14. Third Grade Standardized Test #1 Result:
15. Third Grade Standardized Test #2 Name:
16. Third Grade Standardized Test #2 Result:

**Figure 1.** Average Text Reading Level Scores for the 2021–2022 Students: 1<sup>st</sup> Grade Fall to 3<sup>rd</sup> Grade Fall



# Executive Summaries

## Clemson University Early Literacy Center for South Carolina: 2023-2024



The Early Literacy Center  
For South Carolina  
CLEMSON® UNIVERSITY

**For the 15th year in a row**, South Carolina has exceeded the national results!

**217 professionals** taught individual lessons in reading, writing, and phonics to **1,772 students**.

**153 schools in 24 school districts** participated in the program. The schools were supported by **23 teacher leaders**.

Results were accomplished in approximately **15.8 weeks** with an average of **58 30-minute lessons**.

**72%** of the children who had a complete intervention made **accelerated progress**, reading and writing at average first grade levels.

Teachers serve students in individual lessons for **2.5 hours a day**. During the remainder of the day, they teach in various instructional settings.

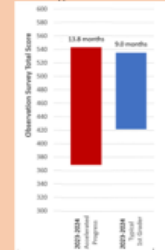
## Clemson University Early Literacy Center for South Carolina 2023-2024

**129 schools in 20 School Districts with 23 Teacher Leaders** participated in the program.

**For the 16<sup>th</sup> year in a row, South Carolina has exceeded the national results!**

**184 teachers** participated in the program and served **1533 students** with individual lessons in Reading, Writing, and Phonics skills.

Total OS scores of Accelerated Progress vs Typical 1<sup>st</sup> Grader



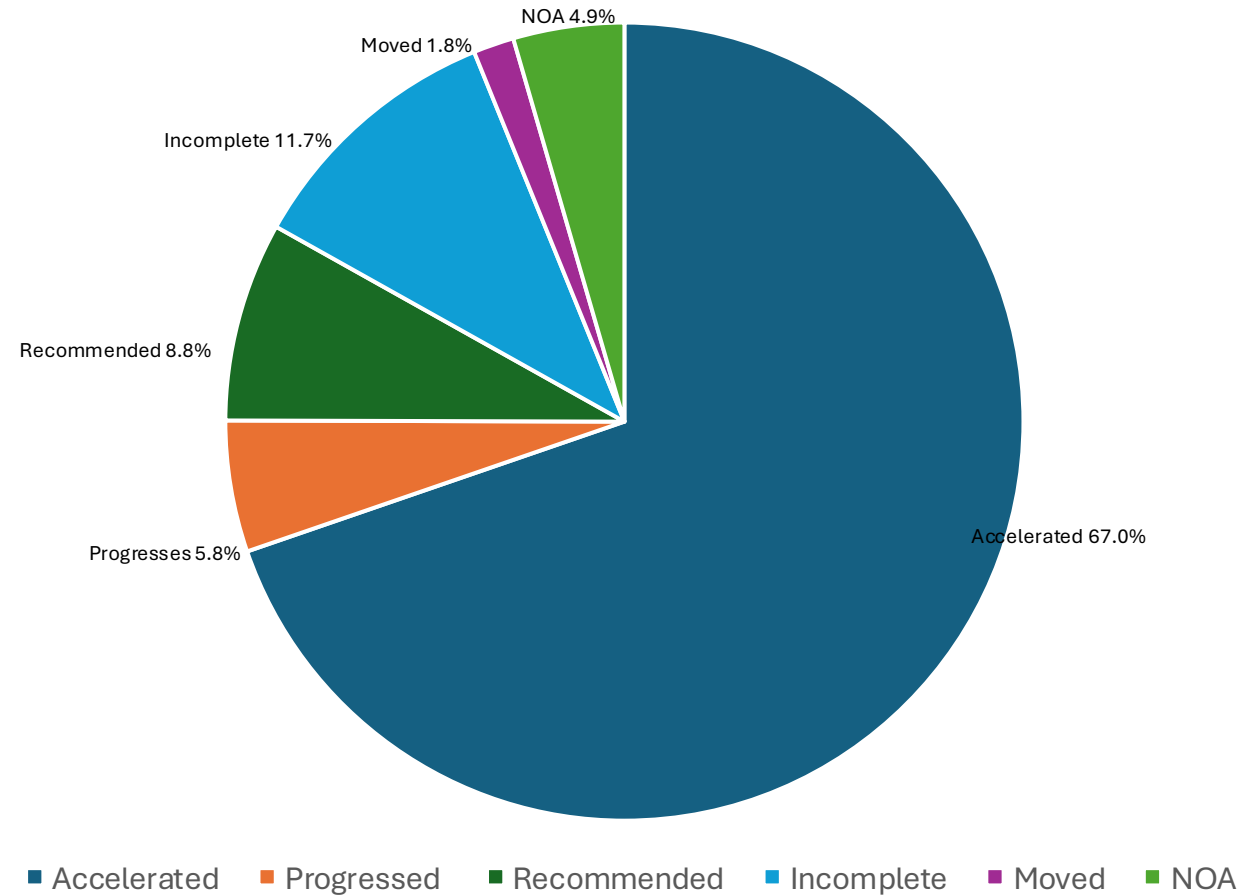
The Early Literacy Center  
For South Carolina  
CLEMSON® UNIVERSITY

**Results were accomplished in approximately 15.7 weeks with an average of 61 30-minute lessons.**

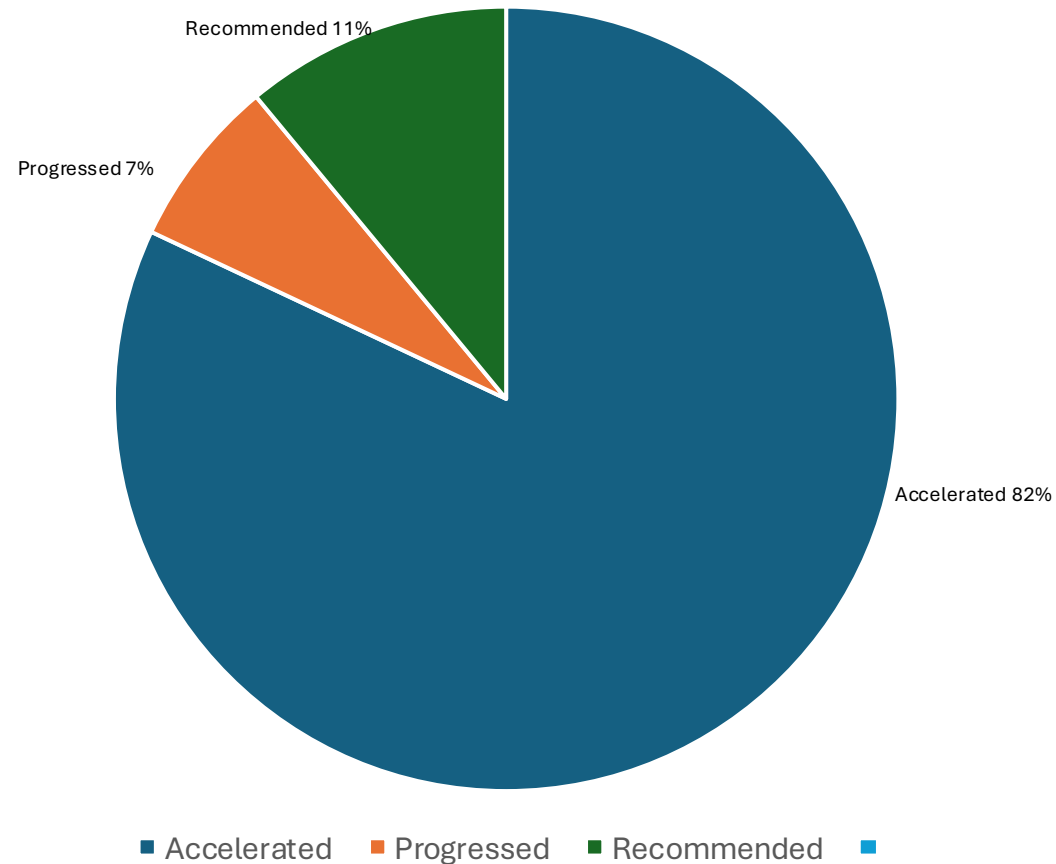
**76% of the children who had a complete intervention made accelerated progress; reading and writing at levels considered average for first grade.**

These teachers serve students in individual lessons for **2.5 hours a day**. During the larger part of the day, they serve as coaches, interventionists, Sp. Ed.; ML; and classroom teachers.

# Intervention Status of all Students served: Clemson University, 2024-2025

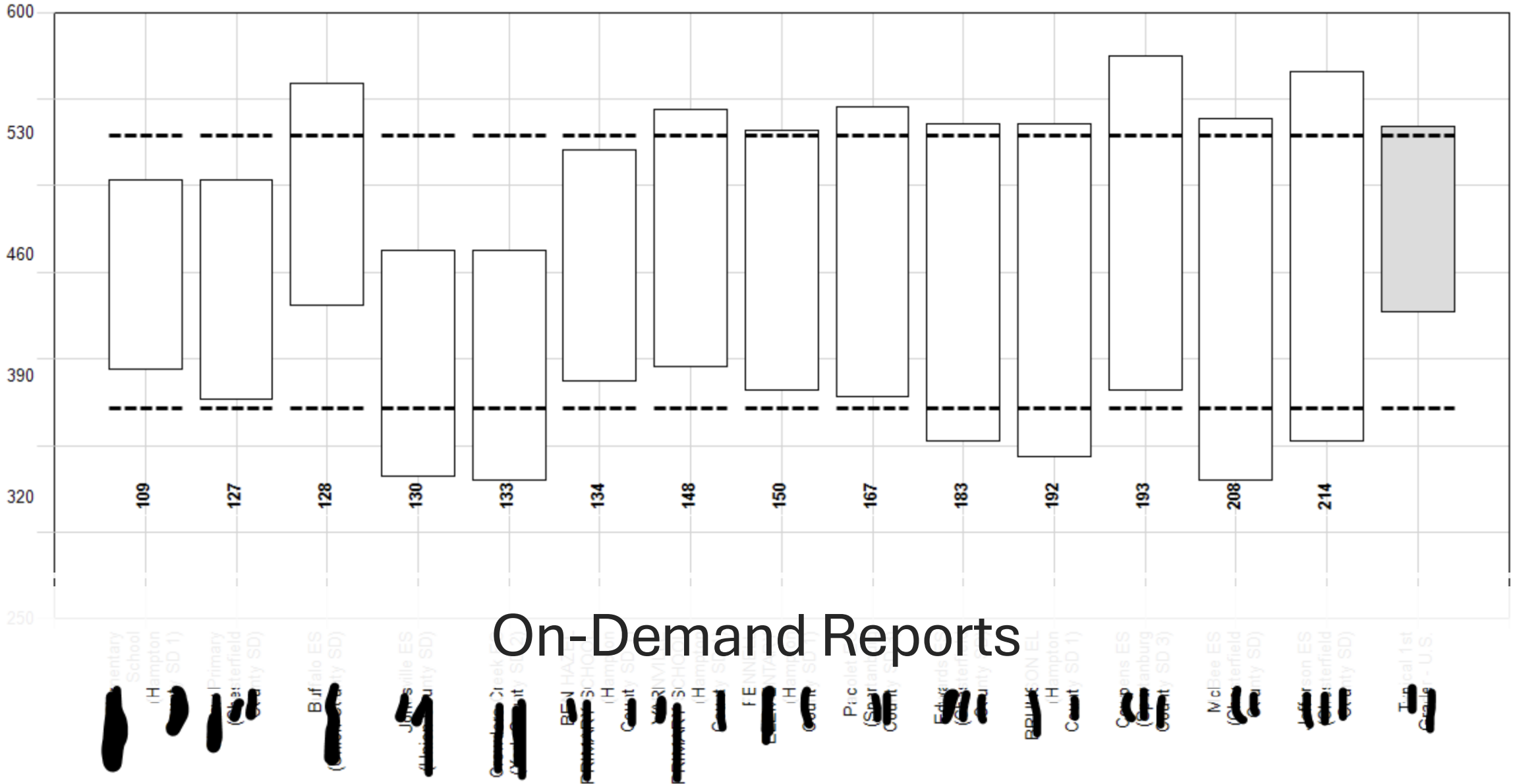


# Status of Students Receiving Full Program: Clemson University 2024-2025



# 2025-26 OS Total Score by School for full program children

This report shows the growth of full program students from start of the year (bottom of each bar) to the end of the school year (top of each bar). There is one bar for each school. The bars are ordered, left to right, from least amount of growth to most amount of growth (based on the OS Total Score). The dashed lines represent the typical growth of RR full program students nationally, start-of-year to end-of-year. The taller the bar, the more growth made at the school. Nationally, full program students make about 157 points of growth.



On-Demand Reports



Thank You, Kate, Susie, and Julie!

Timothy Budz

Teacher Leader, St. Mary's College; Tulare  
County Office of Education

- [https://docs.google.com/presentation/d/1W2gx1es7LGLOanR\\_oKwd3oVXSelOutLshA\\_2qujHkyQ/edit](https://docs.google.com/presentation/d/1W2gx1es7LGLOanR_oKwd3oVXSelOutLshA_2qujHkyQ/edit)

# Contact Information

- Maryann McBride: [mcbrid2@clemson.edu](mailto:mcbrid2@clemson.edu)
- Timothy Budz: [Tim.Budz@tcoe.org](mailto:Tim.Budz@tcoe.org)
- Kate Nelson: [nelson.739@osu.edu](mailto:nelson.739@osu.edu)