A Report of National Outcomes for Reading Recovery and Descubriendo la Lectura for the 2019–2020 School Year

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This report features the results of the 2019–2020 school year for the Reading Recovery® and Descubriendo la Lectura interventions in the United States. The 2019–2020 academic year turned out to be an unusual one. Starting in late February, principals, superintendents, and then governors ordered schools across the nation to shift from in-person instruction to distance learning due to the COVID-19 pandemic. By mid-April, more than half of the public schools in the United States had been ordered to shut their buildings for the rest of the academic year, and in early May, nearly all states had ordered their public schools to stop providing in-person instruction. The change in the way students were instructed placed a lot of stress on the U.S. educational system.

During a typical academic year, schools participating in Reading Recovery and/or Descubriendo la Lectura submit test scores to the International Data Evaluation Center (IDEC) for the first-grade students enrolled in their intervention programs and for a random sample of first graders at several times throughout the year (e.g., in the fall, mid-year and end-of-year). This school year, to allow teachers to focus on their students and lessons, IDEC made the decision to not require that teachers submit end-of-year data. Because of this decision, most of the statistics in this report were calculated using data only from students who received an intervention in the fall.

Despite the shortcomings of the 2019–2020 data, Reading Recovery and Descubriendo la Lectura have continued to maintain strong outcomes, both in terms of progress across the length of the intervention, and as contrasted against the comparison group. These results are comparable to those of the 2018–2019 school year (Brymer-Bashore, 2020).

Summary of the Reading Recovery Implementation

Characteristics of participants

During the 2019–2020 school year, Reading Recovery was implemented by 13 university training centers (UTCs) responsible for overseeing the intervention in schools located in 41 states (Table 1). More than 29,000 children were selected to participate in the one-to-one Reading Recovery intervention. These children received the intervention from 3,924 Reading Recovery teachers who were supported by 249 teacher leaders in 201 training sites serving 858 school districts. There were a total of 2,635 schools participating in Reading Recovery, and these schools were located in urban (25%), suburban (36%) and rural (39%) areas.

Demographic information for the participating Reading Recovery students (n = 29,045) reveal that children were from different racial and ethnic backgrounds (i.e., 57% White, 18% Hispanic, 17% African American, 3% Asian American, < 1% Native American, and 5% either multiple races or other ethnic backgrounds) and that 53% were boys. About half of the schools (i.e., 51%) reported federal lunch status

Table 1. Participation in Reading Recovery in the United States, 2019–2020

Entity	*n*
University Training Centers	13
Teacher Training Sites	201
States	41
School Systems	858
School Buildings	2,635
Teacher Leaders	249
Teachers	3,924
Reading Recovery Students	29,045
Started in Fall	15,585
Started in Spring	11,532
Started at Year-end	1,741
Unknown When Started	187
Random Sample for RR	2,349

and, of those, approximately 70% of Reading Recovery students were reported as being eligible for free or reduced lunch.

At the beginning of the school year, teachers in each school that participates in Reading Recovery randomly select two students from all of the first graders in the school to be part of a national random sample of first graders. This national random sample of students are considered typical first-grade students and serve as a comparison group. The random sample from the 2019–2020 academic year (n = 2,349), was comprised of students who came from different racial and ethnic backgrounds (i.e., 63% White, 13% Hispanic, 14% African American, 3% Asian American, < 1% Native American, and 7% either multiple races or other ethnic backgrounds) and 48% of them were boys. Of the schools that reported federal lunch status, approximately 63% of the random sample students were reported as eligible for free or reduced lunch.

Reading Recovery teachers who participated in the 2019–2020 data collection had a mean number of years teaching of 20.8, with a mean of 8.6 years teaching Reading Recovery and/or Descubriendo la Lectura. On average, these teachers provided individual literacy instruction to 7.8 Reading Recovery children during the school year. In addition, Reading Recovery teachers worked with an average of 42.1 additional children beyond their Reading Recovery load. Thus, accounting for all teaching roles/assignments during the 2019–2020 academic year, each teacher instructed an average total of 49.9 children.

Assessment and exit status categories

The assessment used in this examination of Reading Recovery was *An Observation Survey of Early Literacy Achievement* (Observation Survey; Clay, 2019). The Observation Survey was administered to Reading Recovery students and the random sample of comparison students during the 2019–2020 academic year. As noted above, this assessment is typically administered at several times during the school year (e.g., fall, mid-year, and year-end). Due to the COVID-19 pandemic, most Reading Recovery teachers did not submit scores for their students at year-end, so the results reported below were based only on those students who entered the intervention in the fall.

Of students who started their Reading Recovery lessons in the fall of 2019 and who completed the intervention (n = 13,626, 53.3% of all served) end-of-intervention outcomes were as follows:

- 51.3% (n = 6,996) reached at least average levels of reading and writing achievement. These students were identified as having achieved accelerated progress and were successfully discontinued from the intervention.
- 48.7% (n = 6,630) made progress in the intervention but did not demonstrate proficiency at average levels of reading and writing. These students were recommended for additional support at the conclusion of the intervention.

The proportions of Reading Recovery students who started the intervention in the fall of 2019 who were assigned a status of accelerated progress or were recommended for additional support were similar to the proportions in previous years (e.g., of the students who began the intervention in the fall of 2017, 53.5% were identified as having made accelerated progress and 46.5% were recommended for additional support). Students who are selected for the intervention in the fall are typically the lowest-performing students in their schools (Brymer-Bashore, 2019). According to Brymer-Bashore, students who enter Reading Recovery during the second half of the school year are low, but typically higher performing than their peers who started in the fall. During the previous 3 academic years, the average percentage of students who completed the Reading Recovery intervention and who were identified as having made accelerated progress was 71% (IDEC, 2017a; 2018a; 2019a). Unfortunately, during the 2019–2020 academic year, because of the pandemic, end-of-year scores were unavailable.

The statistics reported above are based on students who started the Reading Recovery intervention in the fall of 2019 and completed the intervention. Not all students selected for the intervention in the fall were able to complete it (12%, n = 1,866). The following reasons were given for why they were not:

- 0.3% (n = 41) of the lessons were incomplete.
- 4.3% (n = 643) moved during the school year while still enrolled in lessons.
- 7.6% (n = 1,182) of the lessons were concluded early at the discretion of the school.

Comparison of Reading Recovery Outcomes

The fall data that were submitted to IDEC were examined to explore two critical questions regarding the impact of the Reading Recovery intervention. First, we compared fall and mid-year Observation Survey Total Scores for Reading Recovery students who made accelerated progress to the Reading Recovery students who were recommended for additional support. Next, we examined how both groups of students who participated in Reading Recovery compared to the random sample students on this overall measure of literacy achievement. Then, we examined how the individual Observation Survey tasks contributed to differences in progress for the Reading Recovery students—both those who reached at least average levels of reading and writing and those who were recommended for additional support—and the random sample students.

In summary, we had two research questions:

1. How did fall and mid-year Observation Survey Total Scores of Reading Recovery students who entered in the fall differ between those students who made accelerated progress during the intervention and those students who were recommended for additional support at the conclusion of the Reading Recovery intervention, and how did these two groups of Reading Recovery students compare to a random sample of first graders (i.e., typical first graders)?
2. Which of the individual tasks of the Observation Survey contributed most to the differences in progress for the three groups (i.e., Reading Recovery students who made accelerated progress during the intervention, Reading Recovery students who were recommended for additional support, and random sample students)?

In order to answer research question one, Reading Recovery students were split into two groups based on their mid-year outcomes — students who made accelerated progress and students who were recommended for additional support. Next, average Observation Survey Total Scores were calculated for the fall and at mid-year for both groups and for the random sample students. Last, we calculated gain scores for all groups by subtracting each group's fall mean from their mid-year mean. Sample sizes varied as we only used data from students with valid scores in the fall and at mid-year. As noted above, end-of-year mean scores were not used as these scores were not available.

Research question one

As seen in Table 2, the mean fall Observation Survey Total Score for Reading Recovery students in the accelerated progress group were higher than the mean score for students in the recommended group. By mid-year, both groups had shown growth in literacy skills as evidenced by their mid-year Total Scores, but the mid-year mean of the accelerated group was higher than the mid-year mean of the recommended group.

In the fall, the Observation Survey Total Score means for both Reading Recovery groups were lower than the mean for the random sample students, but by mid-year Total Scores were highest for students in the accelerated progress group (Table 2). Notably, the average gain for students in the accelerated progress group was highest among the three groups, and the average gain for students in

Table 2. Fall to Mid-year Progress on Observation Survey Total Score for Reading Recovery Accelerated Progress and Recommended Students and for Random Sample Students, 2019–2020

	Fall			Mid-Year			Gain		
Group	*n*	*M*	*(SD)*	*n*	*M*	*(SD)*	*n*	*M*	*(SD)*
Fall Reading Recovery Students									
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)
Random Sample Students	2,260	438.9	(54.2)	2,078	513.4	(47.6)	2,032	73.7	(34.5)

NOTE: Statistics are based on the numbers of students who had data at each time point and at both time points (i.e. Gain).

the recommended group was higher than the average gain for the random sample students. Figure 1 presents the data in Table 2 visually.

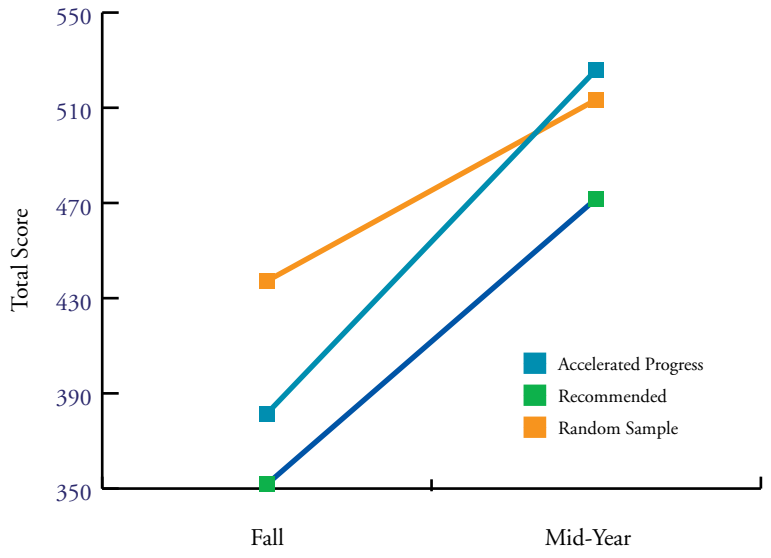
Research question two

To answer our second research question, we used the groups formed to answer research question one but calculated effect sizes (Cohen's *d*) for the mean fall and mid-year scores on the six individual Observation Survey tasks between the Reading Recovery students and the random sample students. Looking at Cohen's *d* helped us identify which of the tasks contributed most to the group differences in progress by standardizing the differences. Cohen's *d* can be interpreted as the standard deviation difference between two groups (Cohen, 1988; Hahs-Vaughn & Lomax, 2020). For this report, we calculated Cohen's *d* twice, once for the accelerated progress students vs. the random sample students and once for the recommended group vs. the random sample students. For example, to find the fall effect size (Cohen's *d*) for the accelerated progress group vs. the random sample students on the Observation Survey Total Score, we subtracted the fall mean Total Score of the accelerated progress group (M_2) from the fall mean Total Score of the random sample students (M_1) and divided the difference by the pooled standard deviations (*SD*) of the two groups: Cohen's $d = (M_2 - M_1) / SD$ pooled.

Individual Observation Survey task differences in the fall

As seen in Table 3, in the fall, the individual Observation Survey tasks that contributed most to the differences between the three groups were Text Reading Level, Writing Vocabulary, and the Ohio Word Test. On these three tasks, scores in the fall were greater than or equal to one standard deviation below the random sample for all students who were identified for the Reading Recovery intervention. The two Reading Recovery groups differed in their scores on the Hearing and Recording Sounds in Words task; the difference between the random sample students and the students in the accelerated progress group was less than one standard deviation ($d = 0.9$) but the difference for the students in the recommended group was much greater than one standard deviation ($d = 1.7$). This indicated that students in the recommended group were on average performing almost two standard deviations below the random sample students on this task and almost one standard deviation below the students in the accelerated group. The standardized differences between the random sample students and the Reading Recovery students on the Letter Identification and the Concepts About Print tasks were smaller for students in both Reading Recovery groups.

Figure 1. Mean Fall and Mid-year Observation Survey Total Score for Reading Recovery Accelerated Progress and Recommended Students and Random Sample Students in the United States, 2019–2020



Individual Observation Survey task differences at mid-year

After the Reading Recovery intervention, as seen in Table 4, the Reading Recovery accelerated progress students' mean scores on five of the six individual Observation Survey tasks exceeded that of the random sample. The difference on the one task (i.e., Text Reading Level) where the accelerated progress students did not exceed the random sample students was small (i.e., 0.1) and the standardized difference was zero.

The individual Observation Survey tasks that contributed most to the standardized differences between the Reading Recovery recommended students and the random sample students were Text Reading Level and

Table 3. Fall Mean Scores and Standardized Differences for Reading Recovery Accelerated Progress and Recommended Students and for Random Sample Students, 2019–2020

	Accelerated Progress		Recommended		Random Sample	
Observation Survey Task	*M*	*(SD)*	*M*	*(SD)*	*M*	*(SD)*
Text Reading Level	1.3	(1.3)*	0.7	(1.1)*	6.0	(6.4)
Writing Vocabulary	10.3	(6.4)*	6.6	(4.9)*	20.5	(12.1)
Hearing and Recording Sounds in Words	21.0	(8.6)	14.2	(8.9)*	28.8	(8.5)
Letter Identification	48.3	(5.3)	42.9	(9.4)	50.9	(5.5)
Ohio Word Test	3.8	(3.1)*	1.8	(2.0)*	10.1	(6.3)
Concepts About Print	12.4	(3.2)	11.0	(3.3)	15.2	(3.5)

NOTE: *Standardized differences on these individual Observation Survey tasks were greatest between Reading Recovery students and the random sample students in the fall.

Table 4. Mid-year Mean Scores and Standardized Differences for Reading Recovery Accelerated Progress and Recommended Students and for Random Sample Students, 2019–2020

	Accelerated Progress		Recommended		Random Sample	
Observation Survey Task	*M*	*(SD)*	*M*	*(SD)*	*M*	*(SD)*
Text Reading Level	14.3	(2.9)	6.9	(3.0)*	14.4	(8.1)
Writing Vocabulary	46.6	(11.8)	32.2	(11.8)	42.2	(16.3)
Hearing and Recording Sounds in Words	35.5	(1.9)	31.7	(5.3)	34.4	(4.5)
Letter Identification	53.2	(1.5)	51.7	(3.5)	52.9	(2.8)
Ohio Word Test	17.5	(2.2)	11.7	(4.4)*	16.4	(4.4)
Concepts About Print	20.0	(2.3)	17.4	(2.9)	18.8	(3.1)

NOTE: *Standardized differences on these individual Observation Survey tasks were greatest between Reading Recovery students and the random sample students at mid-year.

the Ohio Word Test. On average, for these students, the standardized difference is greater than one standard deviation below the random sample students on these two tasks at mid-year. Scores of the students in the recommended group on the other four Observation Survey tasks at mid-year were only about half a standard deviation below the random sample students. Notably, on the Hearing and Recording Sounds in Words task, the difference between the recommended students and the random sample students had decreased from a difference of 1.7 standard deviations to only a difference of 0.5 standard deviations due to ceiling effects.

We also examined the post-Reading Recovery recommendations that were made for the students who completed the Reading Recovery intervention but did not achieve average levels of literacy performance (i.e., students in the Reading Recovery recommended group). As seen in Table 5, the majority of students (70%) were recommended for either small-group literacy instruction or an intervention other than special education, and 22% were referred for literacy-related special education services.

Further examination of the Reading Recovery national data revealed that on the Observation Survey Total Score the students in the accelerated progress group moved, on average, from the 17th percentile in the fall to the 61st percentile at mid-year. These students started the school year with literacy skills that were well below average, yet by mid-year their Total Scores were above average. The random sample students, on average, showed a slight decline: They moved from the 54th percentile in the fall to the 50th percentile at mid-year. Students in the recommended group, on average, moved from the 6th percentile in the fall to the 15th percentile at mid-year. Although these students still placed in the bottom percent quartile, they had moved up

Table 5. Post-Reading Recovery Recommendations, 2019–2020

Responses	*n*	%
Continued monitoring in the classroom with no further literacy intervention	381	6%
Small-group literacy instruction or intervention other than special education	4,640	70%
Referral for literacy-related special education services	1,436	22%
Retention in grade for literacy-related reasons	71	1%
None of these actions describe the recommendation	92	1%
No response	10	<1%
Total	**6,630**	**100%**

in rank more than twice from where they were in the fall.

The findings in this report provide support for the efficacy of the Reading Recovery intervention. Both groups of students who participated in Reading Recovery (i.e., those students who made accelerated progress and those students who were recommended for additional support) showed gains in literacy skills that exceeded the gains made by the typical first grader (Table 2 and Figure 1). Notably, the students in the accelerated progress group started the school year, on average, one standard deviation below the typical first grader in their literacy skills (Table 3), but by mid-year their scores were, on average, above the typical first graders (Table 4). The Reading Recovery students who completed the intervention and were recommended for additional support also made growth in their literacy skills; on four of the individual Observation Survey tasks, the standardized difference between the recommended students and the typical first graders had decreased almost one standard deviation (d = 0.9). After approximately 20 weeks, the first graders who participated in the Reading Recovery intervention had made tremendous progress in their literacy skills.

Summary of the Descubriendo la Lectura Implementation

Characteristics of participants

The Descubriendo la Lectura intervention, a reconstruction of Reading Recovery in Spanish, was designed for first graders who receive their initial literacy instruction in Spanish. Table 6 provides details about participation in Descubriendo la Lectura in the United States during the 2019–2020 academic year. There were 223 children who participated and who received instruction from 70 teachers. These students attended 71 schools in 27 school districts that were located in nine states. The teachers were supported by 27 teacher leaders. Of the 223 students served, 49% were boys, 96% were Hispanic, and 96% were reported as eligible for free or reduced lunch. The schools these students attended were located in urban (54%), suburban (41%) and rural (5%) areas.

At the beginning of the school year, in each school that participates in Descubriendo la Lectura, teachers randomly select four students from the first graders in the school. This group of random sample students are considered typical of the students in the schools that participate in the intervention. In the Descubriendo la Lectura random sample from the 2019–2020 academic year (n = 223), 46% were boys; 96% of the students identified as Hispanic; 93% were eligible for free or reduced lunch.

Descubriendo la Lectura teachers had a mean of 18.8 years of teaching experience and a mean of 7.7 years teaching Descubriendo la Lectura and/or Reading Recovery. On average, these teachers taught 5.4 Descubriendo la Lectura children during the 2019–2020 school year, and 26.3 children beyond their Descubriendo la Lectura load. Thus, accounting for all teaching roles/assignments during this academic year, each teacher instructed an average total of 31.8 children.

Table 6. Participation in Descubriendo la Lectura in the United States, 2019–2020

Entity	*n*
University Training Centers	3
Teacher Training Sites	24
States	9
School Systems	27
School Buildings	71
Teacher Leaders	27
Teachers	70
DLL Students	415
Started in Fall	232
Started in Spring	150
Started at Year-end	30
Unknown When Started	3
Random Sample for DLL	223

Assessment and exit status categories
The assessment used in this examination of Descubriendo la Lectura was the *Instrumento de observación de los logros de la lecto-escritura inicial* (Instrumento de observación; Escamilla et al., 1996). The Instrumento de observación was administered to both participating Descubriendo la Lectura students and a random sample of students in their schools during the 2019–2020 academic year. Like the Observation Survey, this assessment is typically administered at several times during the school year (e.g., fall, mid-year, and year-end), but due to the COVID-19 pandemic, most Descubriendo la Lectura teachers did not submit scores for their students at year-end so the results reported below were based only on those students who entered the intervention in the fall.

Of students who started their Descubriendo la Lectura lessons in the fall of 2019 and who completed the intervention (n = 232, 55.9% of all served), end-of-intervention outcomes were as follows:

- 35.8% (n = 73) reached at least average levels of reading and writing. These students were identified as having achieved accelerated progress and were successfully discontinued from the program.
- 64.2% (n = 131) made progress in the intervention but did not demonstrate proficiency at average levels of reading and writing. These students were recommended for additional support.

The proportions of Descubriendo la Lectura students who started the intervention in the fall of 2019–2020 who were assigned a status of accelerated progress or were recommended for additional support were similar to the proportions in previous years (e.g., of the students who began the intervention the previous year, 37.4% were identified as having made accelerated progress and 62.6% were recommended for additional support). Students who are selected for the intervention in the fall are typically the lowest-performing students in their schools (Brymer-Bashore, 2019). According to Brymer-Bashore, students who enter Descubriendo la Lectura during the second half of the school year are low, but typically higher performing than their peers who started in the fall. During the previous 3 academic years, the average percentage of students who completed the intervention and who were identified as having made accelerated progress was 59.8% (IDEC, 2017b; 2018b; 2019b). Unfortunately, during the 2019–2020 academic year, because of the pandemic, end-of-year scores were unavailable.

The statistics reported above are based on students who started the Descubriendo la Lectura intervention in the fall of 2019 and completed the intervention. Not all students selected for the intervention in the fall were able to complete it (12.1%, n = 28). The following reasons were given for why they were not:

- 0.4% (n = 1) of the lessons were incomplete.
- 4.3% (n = 10) of the students moved during the school year while still enrolled in lessons.
- 7.3% (n = 17) of the lessons were concluded early at the discretion of the school.

Comparison of Descubriendo la Lectura Outcomes

The fall data that were submitted to IDEC were examined to explore the same two critical questions regarding the impact of the Descubriendo la Lectura intervention as were done for examining the impact of Reading Recovery. We compared fall and mid-year Instrumento de observación Total Scores for students who made accelerated progress to the students who were recommended for additional support and then examined how both groups of students compared to the random sample students. We also examined how the individual Instrumento de observación tasks contributed to differences in progress for the Descubriendo la Lectura students, both students who made accelerated progress and students who were recommended for additional support, and the random sample students.

In summary, we had two research questions:

1. How did fall and mid-year Instrumento de observación Total Scores of Descubriendo la Lectura students who entered in the fall differ between those students who made accelerated progress during the intervention and those students who were recommended for additional support at the conclusion of the intervention and how did these two groups compare to the Descubriendo la Lectura random sample students (i.e., typical first graders in their schools)?
2. Which of the individual tasks of the Instrumento de obser-

Table 7. Fall to Mid-year Progress on Instrumento de observación Total Score for Descubriendo la Lectura Accelerated Progress and Recommended Students and for Random Sample Students, 2019–2020

	Fall			Mid-Year			Gain		
Group	*n*	*M*	*(SD)*	*n*	*M*	*(SD)*	*n*	*M*	*(SD)*
Fall Descubriendo la Lectura Students									
Accelerated Progress	73	453.7	(30.7)	72	565.3	(17.2)	72	112.2	(31.8)
Recommended	131	427.4	(36.1)	131	518.0	(32.3)	131	90.6	(32.3)
Random Sample Students	218	479.7	(42.8)	206	533.8	(39.1)	203	53.4	(27.6)

NOTE: Statistics are based on the numbers of students who had data at each time point and at both time points (i.e. Gain).

vación contributed most to the differences in progress for the three groups (i.e., Descubriendo la Lectura students who made accelerated progress during the intervention, Descubriendo la Lectura students who were recommended for additional support, and the Descubriendo la Lectura random sample students)?

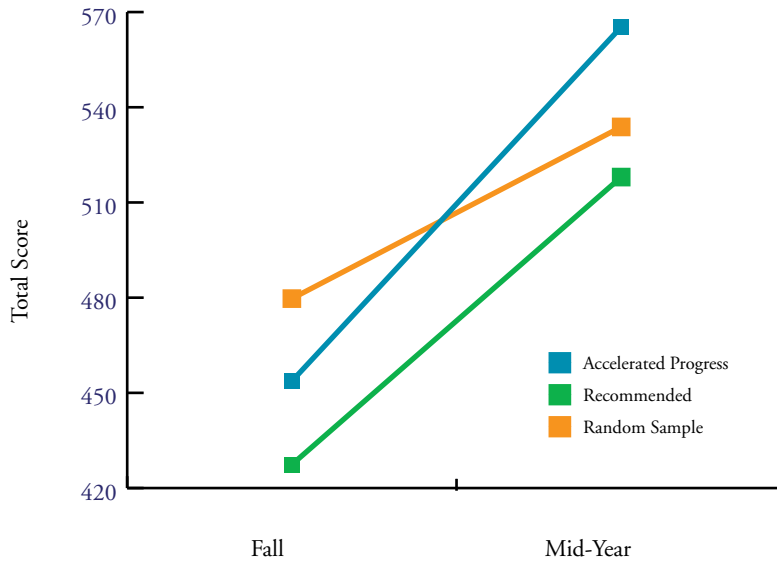
In order to answer research question one, the Descubriendo la Lectura students were split into two groups based on their mid-year outcomes, students who made accelerated progress (*n* = 73) and students who were recommended for additional support (*n* = 131). Next, we calculated average Instrumento de observación Total Scores in the fall and at mid-year for both groups and for the Descubriendo la Lectura random sample students (*n* = 218). Last, we calculated gain scores for all groups by subtracting each group's fall mean from their mid-year mean. Sample sizes vary as we only used data from students with valid scores in the fall and at mid-year. As noted above, end-of-year mean scores were not used as these scores were not available.

Research question one

As seen in Table 7, the mean fall Instrumento de observación Total Score for Descubriendo la Lectura students in the accelerated progress group were higher than the mean score for students in the recommended group. By mid-year, both groups had shown growth in literacy skills as evidenced by their mid-year Total Scores, but the mid-year mean of the accelerated progress group was higher than the mid-year mean of the recommended group.

In the fall, the Instrumento de observación Total Score means for both Descubriendo la Lectura groups were lower than the mean for the Descubriendo la Lectura random sample students, but by mid-year, Total Scores were highest for students in the accelerated progress group

Figure 2. Mean Fall and Mid-year Instrumento de observación Total Score for Descubriendo la Lectura Accelerated Progress and Recommended Students and Random Sample Students in the United States, 2019–2020



(Table 7). Notably, the average gain for students in the accelerated progress group was highest among the three groups, and the average gain for students in the recommended group was higher than the average gain for random sample students. Figure 2 presents the data in Table 7 visually.

Research question two

To answer our second research question, we used the groups formed to answer research one and calculated effect sizes (Cohen's *d*) for the mean fall and mid-year scores on the six individual Instrumento de observación tasks as we did for Reading Recovery students' scores on the six tasks of the Observation Survey. Calculating Cohen's *d* helped us identify which tasks contributed most to the group differences in progress because Cohen's *d* standardizes the differences. Details about Cohen's *d* are stated earlier in this article. And, as we did for examining the Reading Recovery impact, we calculated Cohen's *d* twice — once for the accelerated progress students vs. the random sample students and once for the students in the recommended group vs. the random sample students. For example, to find the fall effect size (Cohen's *d*) for the accelerated progress group vs. the random sample students on the Instrumento de observación Total Score, we subtracted the fall mean Total Score of the accelerated progress group from the fall mean Total Score of the random sample students and divided the difference by the pooled standard deviations of the two groups.

Individual Instrumento de observación task differences in the fall

As seen in Table 8, the individual Instrumento de observación tasks that contributed most to the differences between the three groups in the fall were the Análisis Actual del Texto, Escritura de Vocabulario, and the Oir y Anotar los Sonidos de la Palabras. The two Descubriendo la Lectura groups differed in their scores on the Prueba de Palabras task; the difference between the random sample students and the students in the accelerated progress group was only about half a standard deviation (d = 0.5) but the difference for the students in the recommended group was greater than one standard deviation (d = 1.4). This indicated that students in the recommended group were on average performing almost one standard deviation below their peers in the accelerated progress group on this task. The standardized differences between the random sample students and the Descubriendo la Lectura students on the Identificación de Letras task and the Conceptos del Texto Impreso task were smaller for both groups of Descubriendo la Lectura students.

Individual Instrumento de observación task differences atmid-year

After the Descubriendo la Lectura intervention, as seen in Table 9, the accelerated progress students' mean scores on all six individual Instrumento de observación tasks exceeded that of the random sample. The individual task that contributed most to the standardized differences between the recommended students at mid-year was the Análisis Actual del Texto task. On this task, on average for these students, the standardized difference is greater than 0.7 standard deviations below the random sample students. The mean scores of the students in the recommended group on the five other

Table 8. Fall Mean Scores and Standardized Differences for Descubriendo la Lectura Accelerated Progress and Recommended Students and for Random Sample Students, 2019–2020

	Accelerated Progress		Recommended		Random Sample	
Instrumento de observación Task	***M***	***(SD)***	***M***	***(SD)***	***M***	***(SD)***
Análisis Actual del Texto	0.9	(1.2)*	0.3	(0.6)*	2.7	(3.5)
Escritura de Vocabulario	8.4	(6.8)*	4.9	(4.7)*	14.7	(10.2)
Oír y Anotar los Sonidos en las Palabras	20.7	(10.3)*	13.1	(9.2)*	26.8	(11.4)
Identificacíon de Letras	41.9	(12.6)	35.0	(14.9)	48.6	(12.8)
Prueba de Palabras	5.9	(5.5)	2.5	(2.9)*	10.1	(6.9)
Conceptos del Texto Impreso	10.5	(3.4)	8.6	(3.2)	12.2	(4.2)

NOTE: *Standardized differences on these individual Instrumento de observación tasks were greatest between Descubriendo la Lectura students and the random sample students in the fall.

Table 9. Mid-year Mean Scores and Standardized Differences for Descubriendo la Lectura Accelerated Progress and Recommended Students and for Random Sample Students, 2019–2020

	Accelerated Progress		Recommended		Random Sample	
Instrumento de observación Task	*M*	*(SD)*	*M*	*(SD)*	*M*	*(SD)*
Análisis Actual del Texto	14.2	(2.7)	5.5	(3.3)*	9.1	(6.7)
Escritura de Vocabulario	41.6	(10.6)	28.0	(10.9)	31.6	(15.2)
Oír y Anotar los Sonidos en las Palabras	38.4	(1.1)	33.9	(6.5)	35.4	(6.7)
Identificacíon de Letras	59.1	(1.9)	54.3	(8.9)	55.9	(6.6)
Prueba de Palabras	19.6	(1.1)	14.7	(5.0)	16.3	(5.3)
Conceptos del Texto Impreso	19.5	(2.9)	16.0	(3.2)	16.4	(3.6)

NOTE: *Standardized differences on these individual Instrumento de observación tasks were greatest between Descubriendo la Lectura students and the random sample students at mid-year.

Instrumento de observación tasks had increased since fall and at mid-year were less than or equal to 0.3 standard deviations below the typical first graders in their schools. Remarkably, on the Prueba de Palabras task, the difference between the recommended students and the random sample students had decreased from a difference of 1.4 standard deviations to only a difference of 0.3 standard deviations.

We also examined the post-Descubriendo la Lectura recommendations that were made for the students who completed the intervention but who did not achieve average levels of literacy performance (i.e., students in the recommended group). As seen in Table 10, the majority of students in the recommended group (75%) were recommended for either small-group literacy instruction or an intervention other than special education.

Further examination of the Descubriendo la Lectura national data revealed that on the Instrumento de observación Total Score, the students in the accelerated progress group on average moved from the 20th percentile in the fall to the 75th percentile at mid-year. These students started the school year with literacy skills that were well below average, yet by mid-year they were well above average. The random sample students, on average, showed a slight decline. They moved from the 41st percentile in the fall to the 38th percentile at mid-year. Students in the recommended group moved on average from the 8th percentile in the fall to the 25th percentile at mid-year. Notably, this increase in rank from fall to mid-year for the students in the recommended group was more than three times where they were in the fall.

The findings in this report provide support for the efficacy of the Descubriendo la Lectura intervention. Both groups of students who participated in the intervention (i.e., those students who made accelerated progress and those students who were recommended for additional support) showed gains in literacy skills that exceeded the gains made by the typical first graders in their schools (Table 7 and Figure 2). Notably, the students in the accelerated progress group started the school year, on average, more than half a standard deviation below the typical first graders in the Descubriendo la Lectura schools in their literacy skills, but by

Table 10. Post-Descubriendo la Lectura Recommendations, 2019–2020

Responses	*n*	%
Continued monitoring in the classroom with no further literacy intervention	15	11%
Small-group literacy instruction or intervention other than special education	98	75%
Referral for literacy-related special education services	17	13%
None of these actions describe the recommendation	1	1%
Total	**131**	**100%**

mid-year their scores were, on average, almost one standard deviation above the typical first graders in their schools. The Descubriendo la Lectura students who completed the intervention and were recommended for additional support also made growth in their literacy skills (Tables 7 and 8). After approximately 20 weeks of the Descubriendo la Lectura intervention, these first graders had made great progress in their literacy skills.

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