
INTERNATIONAL DATA EVALUATION CENTER

Technical Report

August 2021

**2020-21 Descubriendo la
Lectura 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 Descubriendo la Lectura randomly select four 1st grade students to be a part of a comparison group that is used to represent the typically achieving 1st grade student. These students were assessed at start of the school year, in the middle of the school year and at the end of the year.

Accelerated Progress – These are students who received Descubriendo la Lectura and achieved the goals of the intervention of catching up to classmates and exhibiting the capability of being able to continue to learn on their own in the classroom.

Progressed - These are students who received Descubriendo la Lectura and, after a complete series of lessons, didn't quite achieve the goal of the catching up to classmates and were not completely exhibiting the capability of being able to continue to learn on their own in the classroom, but still made significant progress in closing the achievement gap.

Recommended – These are students who received Descubriendo la Lectura and, after a complete series of lessons, were recommended for evaluation and additional, more intensive, intervention as an essential part of their continued literacy progress.

Moved - These are students who started Descubriendo la Lectura but moved out of the school before the intervention could be completed.

Incomplete - These are students who started Descubriendo la Lectura but the school year ended before their intervention could be completed.

None of Above - These are students who started Descubriendo la Lectura 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:

M (SD) - Indicates that a given table column is reporting means followed by standard deviations inside the parentheses.

% - Indicates that a given table column is reporting percentages that can summed up vertically down the column.

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 Descubriendo la Lectura: United States, 2020-21

	<i>n</i>
Universities	3
States	6
Sites	11
Districts	11
Schools	31
Leaders	13
Teachers	28
Descubriendo la Lectura students	
Started in fall	107
Started in spring	91
Started at year-end	8
Unknown when intervention started	0
All students	206
Random Sample students	59

Table 2. Description of Descubriendo la Lectura students: United States, 2020-21

	<i>n</i>	%
Gender		
Male	112	54.4
Female	94	45.6
TOTAL	206	100.0
School Meal Costs		
Free or reduced price	109	56.5
Regular price	3	1.6
Info. Unavailable	81	42.0
TOTAL	193	100.0
Race/Ethnicity		
Hispanic, any race	203	98.5
White	3	1.5
TOTAL	206	100.0
Has documented disability		
Yes	27	13.3
No	176	86.7
TOTAL	203	100.0
Primary language at home is English		
Yes	2	1.0
No	204	99.0
TOTAL	206	100.0

Note: Differences between Table 1 total and variable totals represent missing data for that variable.

Table 3. Intervention status of Descubriendo la Lectura students by start of intervention: United States, 2020-21

Intervention Status	Started in fall		Started in spring		Started at year-end		All served	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Accelerated Progress	19	17.8	18	19.8	4	50.0	41	19.9
Progressed	11	10.3	4	4.4	0	0.0	15	7.3
Recommended	62	57.9	2	2.2	0	0.0	64	31.1
Incomplete	0	0.0	64	70.3	4	50.0	68	33.0
Moved	5	4.7	1	1.1	0	0.0	6	2.9
None of above	10	9.3	2	2.2	0	0.0	12	5.8
TOTAL	107	100.0	91	100.0	8	100.0	206	100.0

Note: Differences between Table 1 total and variable totals represent missing data for those variables.

Table 4a. Progress of students with interventions that started in fall on Análisis Actual del Texto by intervention status compared to random sample students: United States, 2020-21

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>
Fall interventions								
Accelerated Progress	18	0.8 (1.4)	19	15.5 (2.3)	19	21.3 (4.9)	18	20.4 (5.0)
Progressed	10	0.0 (0.0)	11	9.5 (2.0)	10	14.6 (4.0)	9	14.7 (4.2)
Recommended	56	0.2 (0.4)	62	3.8 (2.5)	57	5.7 (4.5)	51	5.7 (4.6)
Moved	5	0.0 (0.0)	2	1.5 (2.1)	0		0	
None of above	10	0.2 (0.4)	8	2.3 (3.2)	7	3.7 (4.9)	7	3.4 (4.5)
Random Sample	59	3.2 (4.0)	57	8.9 (6.6)	57	15.5 (8.5)	57	12.4 (7.4)

Note: Mean gain was calculated using scores from students with both fall and year-end Análisis Actual del Texto scores.

Table 4b. Progress of students with interventions that started in spring on Análisis Actual del Texto by intervention status compared to random sample students: United States, 2020-21

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>
Spring interventions								
Accelerated Progress	7	0.7 (1.1)	18	5.2 (2.3)	18	19.0 (2.3)	7	17.3 (2.7)
Progressed	1	1.0 ()	4	5.3 (1.5)	4	14.0 (2.8)	1	13.0 ()
Recommended	0		2	1.0 (0.0)	2	3.5 (2.1)	0	
Moved	1	0.0 ()	1	1.0 ()	0		0	
Incomplete	19	0.1 (0.3)	64	2.0 (2.3)	64	6.6 (4.6)	19	8.0 (5.1)
None of above	1	1.0 ()	2	0.5 (0.7)	2	4.5 (0.7)	1	4.0 ()
Random Sample	59	3.2 (4.0)	57	8.9 (6.6)	57	15.5 (8.5)	57	12.4 (7.4)

Note: Mean gain was calculated using scores from students with both fall and year-end Análisis Actual del Texto scores.

Table 5a. Progress of students with interventions that started in fall on Escritura de Vocabulario by intervention status compared to random sample students: United States, 2020-21

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>
Fall interventions								
Accelerated Progress	18	7.9 (7.9)	19	40.0 (7.3)	19	44.7 (10.3)	18	37.2 (12.5)
Progressed	10	6.4 (6.2)	11	32.2 (6.7)	10	39.8 (11.5)	9	33.3 (11.7)
Recommended	56	4.0 (3.5)	62	22.3 (10.2)	57	26.7 (13.7)	51	22.8 (13.1)
Moved	5	2.2 (3.3)	2	10.5 (13.4)	0		0	
None of above	10	2.2 (1.8)	8	12.8 (12.2)	7	19.9 (14.7)	7	17.4 (13.9)
Random Sample	59	13.4 (10.6)	57	27.7 (14.9)	57	38.8 (17.5)	57	25.3 (12.8)

Note: Mean gain was calculated using scores from students with both fall and year-end Escritura de Vocabulario scores.

Table 5b. Progress of students with interventions that started in spring on Escritura de Vocabulario by intervention status compared to random sample students: United States, 2020-21

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>
Spring interventions								
Accelerated Progress	7	7.6 (4.0)	18	23.9 (8.0)	18	45.2 (7.5)	7	34.4 (5.5)
Progressed	1	5.0 ()	4	20.0 (1.4)	3	35.0 (4.6)	1	26.0 ()
Recommended	0		2	18.5 (4.9)	2	30.5 (4.9)	0	
Moved	1	2.0 ()	1	13.0 ()	0		0	
Incomplete	19	5.6 (4.2)	64	15.7 (10.2)	64	32.6 (14.3)	19	29.2 (13.8)
None of above	1	10.0 ()	2	7.0 (2.8)	2	18.5 (4.9)	1	12.0 ()
Random Sample	59	13.4 (10.6)	57	27.7 (14.9)	57	38.8 (17.5)	57	25.3 (12.8)

Note: Mean gain was calculated using scores from students with both fall and year-end Escritura de Vocabulario scores.

Table 6a. Progress of students with interventions that started in fall on Prueba de Palabras by intervention status compared to random sample students: United States, 2020-21

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>
Fall interventions								
Accelerated Progress	18	5.4 (5.3)	19	19.6 (0.8)	19	19.7 (0.6)	18	14.3 (5.2)
Progressed	10	6.0 (4.4)	11	19.2 (1.1)	10	18.8 (1.4)	9	12.4 (4.6)
Recommended	56	2.1 (2.4)	62	13.4 (5.5)	57	12.6 (6.2)	51	10.7 (5.4)
Moved	5	2.0 (3.1)	2	7.5 (10.6)	0		0	
None of above	10	1.2 (1.9)	8	5.6 (5.7)	7	8.0 (7.0)	7	6.4 (5.0)
Random Sample	59	10.2 (7.0)	57	16.2 (5.9)	57	17.3 (5.4)	57	7.3 (6.2)

Note: Mean gain was calculated using scores from students with both fall and year-end Prueba de Palabras scores.

Table 6b. Progress of students with interventions that started in spring on Prueba de Palabras by intervention status compared to random sample students: United States, 2020-21

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>
Spring interventions								
Accelerated Progress	7	7.6 (4.9)	18	17.0 (2.6)	18	19.8 (0.5)	7	12.0 (4.8)
Progressed	1	4.0 ()	4	19.0 (2.0)	4	20.0 (0.0)	1	16.0 ()
Recommended	0		2	14.0 (2.8)	2	16.0 (0.0)	0	
Moved	1	3.0 ()	1	4.0 ()	0		0	
Incomplete	19	4.5 (4.0)	64	8.4 (6.1)	64	14.3 (6.5)	19	11.1 (5.8)
None of above	1	5.0 ()	2	3.5 (3.5)	2	13.0 (7.1)	1	13.0 ()
Random Sample	59	10.2 (7.0)	57	16.2 (5.9)	57	17.3 (5.4)	57	7.3 (6.2)

Note: Mean gain was calculated using scores from students with both fall and year-end Prueba de Palabras scores.

Table 7a. Progress of students with interventions that started in fall on Oír y Anotar los Sonidos en las Palabras by intervention status compared to random sample students: United States, 2020-21

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>
Fall interventions								
Accelerated Progress	18	19.4 (9.9)	19	38.1 (1.3)	0	38.2 (1.1)	18	18.8 (9.4)
Progressed	10	15.3 (10.7)	11	36.5 (2.2)	1	37.1 (1.9)	9	20.2 (9.4)
Recommended	56	9.9 (6.8)	62	29.8 (10.0)	5	30.8 (10.9)	51	20.7 (10.2)
Moved	5	9.2 (9.0)	2	18.0 (22.6)	5		0	
None of above	10	7.3 (7.2)	8	21.0 (12.8)	3	25.4 (12.3)	7	15.9 (8.3)
Random Sample	59	25.0 (12.3)	57	34.0 (7.6)	2	35.7 (6.1)	57	10.9 (10.2)

Note: Mean gain was calculated using scores from students with both fall and year-end Oír y Anotar los Sonidos en las Palabras scores.

Table 7b. Progress of students with interventions that started in spring on Oír y Anotar los Sonidos en las Palabras by intervention status compared to random sample students: United States, 2020-21

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>
Spring interventions								
Accelerated Progress	7	25.3 (9.2)	18	35.2 (2.9)	0	37.9 (0.9)	7	12.3 (8.7)
Progressed	1	13.0 ()	4	34.3 (2.6)	0	35.5 (1.7)	1	23.0 ()
Recommended	0		2	34.0 (0.0)	0	34.5 (3.5)	0	
Moved	1	10.0 ()	1	26.0 ()	1		0	
Incomplete	19	19.9 (10.0)	64	25.1 (11.8)	0	33.1 (7.2)	19	15.2 (11.5)
None of above	1	28.0 ()	2	18.5 (12.0)	0	29.5 (0.7)	1	2.0 ()
Random Sample	59	25.0 (12.3)	57	34.0 (7.6)	2	35.7 (6.1)	57	10.9 (10.2)

Note: Mean gain was calculated using scores from students with both fall and year-end Oír y Anotar los Sonidos en las Palabras scores.

Table 8a. Progress of students with interventions that started in fall on Identificación de Letras by intervention status compared to random sample students: United States, 2020-21

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>
Fall interventions								
Accelerated Progress	18	41.8 (8.4)	19	59.1 (2.1)	0	58.8 (2.3)	18	17.1 (8.8)
Progressed	10	43.7 (13.0)	11	58.8 (1.7)	1	59.5 (1.6)	9	12.8 (7.7)
Recommended	56	32.3 (13.0)	62	53.3 (8.5)	5	53.5 (9.2)	51	20.7 (10.4)
Moved	5	28.4 (18.3)	2	29.0 (31.1)	5		0	
None of above	10	29.1 (18.1)	8	38.9 (21.2)	3	50.9 (10.7)	7	14.6 (14.7)
Random Sample	59	48.3 (12.8)	57	54.7 (7.1)	2	57.4 (5.2)	57	9.3 (10.9)

Note: Mean gain was calculated using scores from students with both fall and year-end Identificación de Letras scores.

Table 8b. Progress of students with interventions that started in spring on Identificación de Letras by intervention status compared to random sample students: United States, 2020-21

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>
Spring interventions								
Accelerated Progress	7	49.1 (5.5)	18	55.1 (4.6)	0	60.4 (1.2)	7	11.0 (5.0)
Progressed	1	47.0 ()	4	55.8 (2.9)	0	59.5 (2.4)	1	13.0 ()
Recommended	0		2	57.5 (2.1)	0	60.5 (0.7)	0	
Moved	1	47.0 ()	1	56.0 ()	1		0	
Incomplete	19	45.8 (8.7)	64	48.0 (12.1)	0	57.2 (5.1)	19	11.8 (5.9)
None of above	1	36.0 ()	2	51.0 (2.8)	0	57.0 (0.0)	1	21.0 ()
Random Sample	59	48.3 (12.8)	57	54.7 (7.1)	2	57.4 (5.2)	57	9.3 (10.9)

Note: Mean gain was calculated using scores from students with both fall and year-end Identificación de Letras scores.

Table 9a. Progress of students with interventions that started in fall on Conceptos del Texto Impreso by intervention status compared to random sample students: United States, 2020-21

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>
Fall interventions								
Accelerated Progress	14	9.1 (3.3)	18	18.3 (2.5)	19	19.1 (3.3)	14	9.7 (3.2)
Progressed	7	8.3 (3.1)	9	16.2 (2.5)	10	17.4 (2.6)	6	9.2 (4.4)
Recommended	30	8.4 (3.4)	57	14.4 (4.1)	54	15.4 (3.9)	27	7.1 (4.2)
Moved	3	5.3 (5.0)	2	8.0 (5.7)	0		0	
None of above	8	7.3 (3.7)	7	11.3 (6.9)	7	15.0 (3.4)	5	8.2 (3.4)
Random Sample	45	12.7 (4.8)	49	16.3 (4.1)	49	18.3 (3.8)	44	5.6 (3.6)

Note: Mean gain was calculated using scores from students with both fall and year-end Conceptos del Texto Impreso scores.

Table 9b. Progress of students with interventions that started in spring on Conceptos del Texto Impreso by intervention status compared to random sample students: United States, 2020-21

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>
Spring interventions								
Accelerated Progress	7	9.1 (5.2)	17	15.4 (3.1)	17	19.7 (2.8)	7	9.7 (5.9)
Progressed	1	12.0 ()	4	14.0 (1.8)	4	19.0 (2.9)	1	5.0 ()
Recommended	0		2	13.5 (2.1)	2	15.0 (5.7)	0	
Moved	0		1	10.0 ()	0		0	
Incomplete	11	9.0 (4.8)	55	12.0 (3.5)	59	16.6 (3.5)	11	8.6 (5.0)
None of above	1	10.0 ()	2	9.0 (7.1)	2	14.5 (3.5)	1	7.0 ()
Random Sample	45	12.7 (4.8)	49	16.3 (4.1)	49	18.3 (3.8)	44	5.6 (3.6)

Note: Mean gain was calculated using scores from students with both fall and year-end Conceptos del Texto Impreso scores.

Table 10a. Progress of students with interventions that started in fall on OS Total Score by intervention status compared to random sample students: United States, 2020-21

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>
Fall interventions								
Accelerated Progress	14	447.1 (29.6)	18	563.6 (14.5)	19	576.6 (18.6)	14	129.3 (29.0)
Progressed	7	444.1 (35.1)	9	539.7 (12.1)	10	558.7 (22.4)	6	104.0 (20.6)
Recommended	30	428.7 (23.4)	57	503.2 (35.0)	54	512.8 (40.9)	27	86.4 (32.6)
Moved	3	360.0 (120.4)	2	429.5 (96.9)	0		0	
None of above	8	403.1 (39.1)	7	454.6 (64.4)	7	489.7 (50.0)	5	73.4 (40.7)
Random Sample	45	479.9 (48.3)	49	532.5 (41.3)	49	559.3 (42.2)	44	79.6 (34.4)

Note: Mean gain was calculated using scores from students with both fall and year-end OS Total Score scores.

Table 10b. Progress of students with interventions that started in spring on OS Total Score by intervention status compared to random sample students: United States, 2020-21

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>
Spring interventions								
Accelerated Progress	7	464.9 (18.1)	17	517.3 (19.0)	17	577.3 (13.9)	7	105.6 (15.6)
Progressed	1	450.0 ()	4	511.8 (6.2)	3	552.3 (9.2)	1	97.0 ()
Recommended	0		2	502.0 (8.5)	2	525.0 (1.4)	0	
Moved	0		1	474.0 ()	0		0	
Incomplete	11	458.4 (19.1)	55	481.8 (39.7)	59	533.2 (37.0)	11	97.8 (31.5)
None of above	1	456.0 ()	2	456.0 (21.2)	2	500.5 (17.7)	1	57.0 ()
Random Sample	45	479.9 (48.3)	49	532.5 (41.3)	49	559.3 (42.2)	44	79.6 (34.4)

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 students whose interventions started in fall, by intervention status: United States, 2020-21

	<i>n</i>	Weeks	Lessons	Lessons per week
		<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>
Fall interventions				
Accelerated Progress	19	17.4 (3.9)	67.9 (22.1)	3.9 (1.0)
Progressed	11	20.2 (0.6)	74.2 (7.4)	3.7 (0.4)
Recommended	62	20.0 (0.3)	67.1 (11.9)	3.4 (0.6)
Moved	4	11.0 (4.1)	34.5 (11.1)	3.2 (0.3)
None of above	10	10.3 (5.1)	40.3 (21.8)	4.0 (1.7)

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 students whose interventions started in spring, by intervention status: United States, 2020-21

	<i>n</i>	Weeks	Lessons	Lessons per week
		<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>
Spring interventions				
Accelerated Progress	18	10.7 (3.0)	37.6 (13.5)	3.5 (1.0)
Progressed	4	12.0 (5.4)	41.5 (14.4)	3.6 (0.3)
Recommended	2	12.0 (2.8)	45.0 (14.1)	3.7 (0.3)
Moved	1	13.0 ()	49.0 ()	3.8 ()
Incomplete	64	12.2 (3.6)	44.2 (12.6)	3.7 (0.6)
None of above	2	8.5 (3.5)	22.0 (2.8)	2.9 (1.5)

Note: Differences between Table 1 total and variable totals represent missing data for that variable.

Table 12. Training status of Descubriendo la Lectura teachers and teacher leaders: United States, 2020-21

Training Status	Teachers		Teacher Leaders	
	<i>n</i>	%	<i>n</i>	%
In-Training	2	7.1	0	0
Trained	26	92.9	8	100
TOTAL	28	100	8	100

Table 13. Other roles of Descubriendo la Lectura teachers and the number of students served in Descubriendo la Lectura and in the other roles: United States, 2020-21

Other Role (in addition to DLL)	Teachers in role	DLL students		Other role students		All students	
		<i>Mean</i>	<i>Total</i>	<i>Mean</i>	<i>Total</i>	<i>Mean</i>	<i>Total</i>
Classroom teacher	2	6.5	13	26.5	53	33.0	66
Bilingual classroom teacher	2	5.5	11	12.5	25	18.0	36
Title I or reading teacher	13	6.2	81	16.5	214	22.7	295
Special education teacher	5	7.6	38	11.8	59	19.4	97
Staff developer	1	8.0	8	0	0	8.0	8
Some other role	2	8.0	16	5.0	10	13.0	26
TOTAL	25	6.7	167	14.4	361	21.1	528

Note: Excludes teacher leaders

Table 14a. Descubriendo la Lectura 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, 2020-21

Years of experience	<i>Entry to Exit Growth</i>		
	<i>teachers</i>	<i>%</i>	<i>M (SD)</i>
1	1	6.7	28.0 (8.5)
2 to 5	2	13.3	76.5 (21.1)
6 to 10	5	33.3	100.5 (37.2)
11 to 15	4	26.7	99.5 (33.3)
16+	3	20.0	93.5 (18.4)
All teachers	15	100.0	93.4 (33.4)

Note: Excludes teacher leaders

Table 14b. Descubriendo la Lectura 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 spring: United States, 2020-21

Years of experience	<i>Entry to Exit Growth</i>		
	<i>teachers</i>	<i>%</i>	<i>M (SD)</i>
2 to 5	4	28.6	69.8 (30.4)
6 to 10	5	35.7	47.3 (15.5)
11 to 15	2	14.3	46.3 (26.3)
16+	3	21.4	64.8 (18.8)
All teachers	14	100.0	55.5 (22.4)

Note: Excludes teacher leaders

Table 15a. Descubriendo la Lectura schools, by years in Descubriendo la Lectura, 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, 2020-21

Years in Descubriendo la Lectura			<i>Entry to Exit Growth</i>
	<i>schools</i>	<i>%</i>	<i>M (SD)</i>
2 to 5	4	26.7	70.9 (39.2)
11 to 15	3	20.0	103.8 (25.1)
16+	8	53.3	95.8 (33.6)
All schools	15	100.0	94.1 (33.5)

Note: Excludes students served by teacher leaders

Table 15b. Descubriendo la Lectura schools, by years in Descubriendo la Lectura, and mean growth in OS Total Score from entry to exit of their students who had complete interventions and whose interventions started in the spring: United States, 2020-21

Years in Descubriendo la Lectura			<i>Entry to Exit Growth</i>
	<i>schools</i>	<i>%</i>	<i>M (SD)</i>
2 to 5	2	13.3	62.0 (4.2)
11 to 15	3	20.0	53.7 (23.4)
16+	10	66.7	55.4 (24.5)
All schools	15	100.0	55.5 (22.4)

Note: Excludes students served by teacher leaders