

---

**INTERNATIONAL DATA EVALUATION CENTER**

---

**Technical Report**

**August 2022**

---

**2021–22 Descubriendo la  
Lectura National Summary  
Report for the United States**



**Reading Recovery<sup>®</sup>**  
**Descubriendo la Lectura**  
International Data Evaluation Center

---

**The Ohio State University  
College of Education and Human Ecology  
Department of Teaching and Learning**



International Data Evaluation Center  
1100 Kinnear Rd Suite 126  
Phone: 614-292-6415  
Fax: 614-583-3131  
<http://www.idecweb.us/>

© 2022 The Ohio State University, all rights reserved

Descubriendo la Lectura and the book and globe logo are registered trademarks of The Ohio State University in the United States.

Suggested citation: International Data Evaluation Center, 2021–22 Descubriendo la Lectura National Summary Report for the United States. Columbus: The Ohio State University.

The 2021–22 Descubriendo la Lectura National Summary Report for the United States was prepared by Susan A. Mauck, IDEC Research Scientist.

For additional information about Reading Recovery and Descubriendo la Lectura, please contact:

Reading Recovery Council of North America  
150 E. Wilson Bridge Road, Suite 200  
Worthington, Ohio 43085  
Phone: 614-310-7323  
Fax: 614-310-7345

<http://www.readingrecovery.org/>

## 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 the start, middle, and at the end of the school year.

Accelerated Progress—These are students who received Descubriendo la Lectura and achieved the goals of the intervention of catching up with their classmates and exhibited the ability 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, 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 Descubriendo la Lectura 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.

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 the Above—These are students who started Descubriendo la Lectura but left the intervention for reasons beyond the control of the Descubriendo la Lectura 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 of observations that were used to compute a specific set of results.

**Table 1. Count of Entities Participating in Descubriendo la Lectura: United States, 2021–22**

Entity	<i>n</i>
Universities	3
States	8
Sites	14
Districts	15
Schools	42
Teacher leaders	17
Teachers	43
Descubriendo la Lectura students	
First round	133
Second round	130
Third round	0
Unknown when intervention started	0
All students	263
Random sample students	133

Note: The counts for Descubriendo la Lectura students include students who were taught by both Descubriendo la Lectura teachers and teacher leaders.

**Table 2. Description of Descubriendo la Lectura Students: United States, 2021-22**

Demographic	<i>n</i>	%
Gender		
Male	131	49.8
Female	132	50.2
Other	0	0.0
TOTAL	263	100
School meal costs		
Free or reduced price	121	46.9
Regular price	13	5.0
Information unavailable	124	48.1
TOTAL	258	100
Race/Ethnicity		
Hispanic, any race	260	98.9
White	1	0.4
Multi-ethnic	2	0.8
TOTAL	263	100
Has documented disability		
Yes	25	9.8
No	230	90.2
TOTAL	255	100
Primary language at home is English		
Yes	2	0.8
No	261	99.2
TOTAL	263	100

Note: The counts for Descubriendo la Lectura students include students who were taught by both Descubriendo la Lectura teachers and teacher leaders. Differences between the Table 1 totals and variable totals represent missing data for those variables.

**Table 3. Intervention Status of Descubriendo la Lectura Students by Start of Intervention: United States, 2021–22**

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	26	21.6	40	30.8	66	25.2
Progressed	31	25.9	4	3.1	35	14.6
Recommended	59	44.0	8	6.2	67	26.1
Incomplete	1	0.9	75	57.7	76	28.8
Moved	4	2.6	2	1.5	6	2.2
None of the Above	12	5.2	1	0.8	13	3.1
<b>TOTAL</b>	<b>133</b>	<b>100</b>	<b>130</b>	<b>100</b>	<b>263</b>	<b>100</b>

Note: The counts for Descubriendo la Lectura students include students who were taught by both Descubriendo la Lectura teachers and teacher leaders. Differences between the Table 1 totals and variable totals represent missing data for those variables.

**Table 4a. Progress of Descubriendo la Lectura Students Who Started in the Fall on Análisis Actual del Texto, by Intervention Status, and Random Sample Students: United States, 2021–22**

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 intervention status								
Accelerated Progress	23	0.6 (0.7)	26	16.1 (2.6)	25	20.6 (3.0)	22	20.2 (3.1)
Progressed	30	0.6 (0.9)	31	9.2 (2.2)	31	12.5 (4.1)	30	12.1 (4.2)
Recommended	58	0.4 (0.6)	59	3.6 (2.3)	55	5.9 (4.4)	54	5.6 (4.4)
Incomplete	1	1.0 ()	1	4.0 ()	1	5.0 ()	1	4.0 ()
Moved	4	0.3 (0.5)	1	3.0 ()	1	10.0 ()	1	9.0 ()
None of the Above	12	0.3 (0.5)	11	1.8 (1.3)	11	3.1 (3.2)	11	2.9 (3.4)
Random sample students	131	3.2 (4.8)	120	9.1 (7.3)	123	14.9 (8.8)	121	11.6 (7.1)

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

**Table 4b. Progress of Descubriendo la Lectura Students Who Started at Mid-year or Year-end on Análisis Actual del Texto, by Intervention Status, and Random Sample Students: United States, 2021–22**

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>
Mid-year or year-end intervention status								
Accelerated Progress	12	0.9 (1.1)	40	4.3 (2.4)	40	18.8 (2.0)	12	18.1 (1.9)
Progressed	2	0.5 (0.7)	4	2.0 (2.2)	4	12.5 (1.9)	2	12.5 (2.1)
Recommended	2	0.5 (0.7)	8	1.0 (0.9)	8	5.1 (2.8)	2	2.5 (2.1)
Incomplete	26	0.3 (0.6)	75	1.6 (1.7)	74	7.8 (4.1)	26	8.3 (3.8)
Moved	0	---	2	3.0 (4.2)	0	---	0	---
None of the Above	0	---	1	1.0 ()	0	---	0	---
Random sample students	131	3.2 (4.8)	120	9.1 (7.3)	123	14.9 (8.8)	121	11.6 (7.1)

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



**Table 5a. Progress of Descubriendo la Lectura Students Who Started in the Fall on Escritura de Vocabulario, by Intervention Status, and Random Sample Students: United States, 2021–22**

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 intervention status								
Accelerated Progress	24	9.2 (7.1)	26	39.5 (8.0)	25	39.3 (10.9)	23	29.3 (14.1)
Progressed	31	6.2 (4.8)	31	30.6 (8.4)	31	31.2 (13.8)	31	25.0 (15.4)
Recommended	59	4.2 (3.4)	59	23.4 (10.0)	55	26.0 (12.6)	55	21.8 (12.6)
Incomplete	1	1.0 ( )	1	43.0 ( )	1	37.0 ( )	1	36.0 ( )
Moved	4	2.0 (2.0)	1	38.0 ( )	1	50.0 ( )	1	45.0 ( )
None of the Above	12	3.7 (4.3)	11	16.5 (9.8)	11	23.0 (15.9)	11	20.4 (16.7)
Random sample students	133	12.7 (10.4)	120	28.9 (13.6)	123	39.0 (15.7)	123	26.2 (15.4)

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

**Table 5b. Progress of Descubriendo la Lectura Students Who Started at Mid-year or Year-end on Escritura de Vocabulario, by Intervention Status, and Random Sample Students: United States, 2021–22**

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>
Mid-year or year-end intervention status								
Accelerated Progress	12	10.0 (7.5)	40	24.6 (8.3)	40	47.5 (12.3)	12	31.9 (9.9)
Progressed	2	10.0 (11.3)	4	12.0 (7.1)	4	36.8 (7.9)	2	31.0 (9.9)
Recommended	2	3.0 (1.4)	8	11.5 (7.4)	8	27.6 (10.9)	2	27.0 (19.8)
Incomplete	26	5.7 (5.5)	75	14.4 (9.0)	74	32.4 (12.9)	26	29.4 (12.3)
Moved	0	---	2	19.0 (11.3)	0	---	0	---
None of the Above	0	---	1	10.0 ( )	0	---	0	---
Random sample students	133	12.7 (10.4)	120	28.9 (13.6)	123	39.0 (15.7)	123	26.2 (15.4)

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

**Table 6a. Progress of Descubriendo la Lectura Students Who Started in the Fall on the Prueba de Palabras, by Intervention Status, and Random Sample Students: United States, 2021–22**

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 intervention status								
Accelerated Progress	24	7.7 (6.2)	26	19.5 (0.8)	25	19.8 (0.4)	23	12.1 (6.4)
Progressed	31	4.2 (4.7)	31	18.3 (1.6)	31	18.7 (1.7)	31	14.5 (4.7)
Recommended	59	2.1 (2.5)	59	12.5 (5.1)	55	13.4 (5.8)	55	11.3 (5.5)
Incomplete	1	0.0 ()	1	14.0 ()	1	16.0 ()	1	16.0 ()
Moved	4	0.5 (1.0)	1	8.0 ()	1	14.0 ()	1	12.0 ()
None of the Above	12	0.8 (2.0)	11	8.1 (4.2)	11	11.1 (6.7)	11	10.2 (6.1)
Random sample students	133	9.5 (7.6)	120	15.8 (5.9)	123	17.3 (5.1)	123	7.8 (6.9)

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

**Table 6b. Progress of Descubriendo la Lectura Students Who Started at Mid-year or Year-end on the Prueba de Palabras, by Intervention Status, and Random Sample Students: United States, 2021–22**

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>
Mid-year or year-end intervention status								
Accelerated Progress	12	7.8 (4.7)	40	15.6 (3.6)	40	19.6 (0.9)	12	12.0 (4.6)
Progressed	2	5.5 (2.1)	4	10.0 (7.2)	4	19.3 (1.5)	2	14.5 (2.1)
Recommended	2	0.5 (0.7)	8	7.0 (4.5)	8	12.9 (5.6)	2	9.5 (6.4)
Incomplete	26	3.0 (4.3)	75	8.2 (5.9)	74	16.0 (5.0)	26	14.2 (4.3)
Moved	0	---	2	11.5 (10.6)	0	---	0	---
None of the Above	0	---	1	11.0 ()	0	---	0	---
Random sample students	133	9.5 (7.6)	120	15.8 (5.9)	123	17.3 (5.1)	123	7.8 (6.9)

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

**Table 7a. Progress of Descubriendo la Lectura Students Who Started in the Fall on Oír y Anotar los Sonidos en las Palabras, by Intervention Status, and Random Sample Students: United States, 2021–22**

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 intervention status								
Accelerated Progress	23	21.2 (10.9)	26	38.3 (0.8)	25	38.0 (1.2)	22	16.8 (11.6)
Progressed	31	14.6 (10.9)	31	36.8 (2.3)	31	35.8 (5.2)	31	21.2 (11.0)
Recommended	59	9.9 (7.7)	59	30.0 (8.0)	55	30.6 (8.0)	55	20.7 (8.8)
Incomplete	1	1.0 ( )	1	36.0 ( )	1	33.0 ( )	1	32.0 ( )
Moved	4	4.5 (9.0)	1	27.0 ( )	1	36.0 ( )	1	18.0 ( )
None of the Above	12	6.8 (7.4)	11	25.0 (7.8)	11	26.0 (11.4)	11	20.7 (13.3)
Random sample students	133	22.6 (13.2)	120	33.3 (8.2)	123	35.7 (5.9)	123	13.3 (11.5)

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 Descubriendo la Lectura Students Who Started at Mid-year or Year-end on Oír y Anotar los Sonidos en las Palabras, by Intervention Status, and Random Sample Students: United States, 2021–22**

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>
Mid-year or year-end intervention status								
Accelerated Progress	12	24.7 (7.7)	40	35.5 (3.9)	40	38.3 (0.8)	12	13.8 (7.8)
Progressed	2	23.0 (7.1)	4	28.8 (9.4)	4	37.8 (1.9)	2	15.5 (6.4)
Recommended	2	4.0 (2.8)	8	26.8 (7.2)	8	31.8 (5.2)	2	26.5 (3.5)
Incomplete	26	11.8 (9.3)	75	24.7 (10.9)	74	35.0 (6.0)	26	24.3 (9.0)
Moved	0	---	2	27.0 (14.1)	0	---	0	---
None of the Above	0	---	1	25.0 ( )	0	---	0	---
Random sample students	133	22.6 (13.2)	120	33.3 (8.2)	123	35.7 (5.9)	123	13.3 (11.5)

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 Descubriendo la Lectura Students Who Started in the Fall on Identificación de Letras, by Intervention Status, and Random Sample Students: United States, 2021–22**

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 intervention status								
Accelerated Progress	24	41.5 (15.7)	26	59.5 (1.4)	25	59.6 (2.3)	23	18.7 (15.4)
Progressed	31	36.5 (13.8)	31	57.6 (4.1)	31	57.3 (3.9)	31	20.8 (13.6)
Recommended	59	32.0 (15.7)	59	53.0 (7.7)	55	53.7 (6.5)	55	21.7 (13.6)
Incomplete	1	23.0 ()	1	53.0 ()	1	53.0 ()	1	30.0 ()
Moved	4	12.3 (20.0)	1	54.0 ()	1	59.0 ()	1	17.0 ()
None of the Above	12	22.5 (14.1)	11	48.2 (10.2)	11	49.7 (8.7)	11	27.7 (12.0)
Random sample students	133	45.2 (16.1)	120	54.7 (7.9)	123	56.9 (6.1)	123	11.6 (13.8)

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

**Table 8b. Progress of Descubriendo la Lectura Students Who Started at Mid-year or Year-end on Identificación de Letras, by Intervention Status, and Random Sample Students: United States, 2021–22**

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>
Mid-year or year-end intervention status								
Accelerated Progress	12	51.3 (6.8)	40	56.2 (3.6)	40	60.2 (1.0)	12	9.0 (7.2)
Progressed	2	36.5 (3.5)	4	46.5 (15.2)	4	60.3 (0.5)	2	23.5 (3.5)
Recommended	2	18.5 (17.7)	8	47.9 (7.1)	8	54.9 (7.4)	2	29.5 (2.1)
Incomplete	26	39.8 (16.6)	75	46.5 (13.4)	74	57.2 (4.7)	26	18.7 (15.2)
Moved	0	---	2	46.0 (17.0)	0	---	0	---
None of the Above	0	---	1	57.0 ()	0	---	0	---
Random sample students	133	45.2 (16.1)	120	54.7 (7.9)	123	56.9 (6.1)	123	11.6 (13.8)

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

**Table 9a. Progress of Descubriendo la Lectura Students Who Started in the Fall on Conceptos del Texto Impreso, by Intervention Status, and Random Sample Students: United States, 2021–22**

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 intervention status								
Accelerated Progress	24	9.4 (3.7)	26	19.9 (2.4)	25	21.2 (2.0)	23	11.6 (4.5)
Progressed	31	8.2 (3.9)	31	17.6 (3.0)	31	18.2 (2.7)	31	10.0 (4.5)
Recommended	59	7.4 (3.5)	59	15.6 (3.4)	55	15.5 (2.9)	55	8.3 (4.1)
Incomplete	1	7.0 ( )	1	14.0 ( )	1	16.0 ( )	1	9.0 ( )
Moved	4	3.8 (1.5)	1	11.0 ( )	1	20.0 ( )	1	17.0 ( )
None of the Above	12	5.8 (2.5)	11	12.0 (2.4)	11	14.0 (2.9)	11	8.2 (3.7)
Random sample students	130	10.9 (4.4)	120	16.1 (4.1)	123	18.3 (4.1)	120	7.6 (4.0)

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

**Table 9b. Progress of Descubriendo la Lectura Students Who Started at Mid-year or Year-end on Conceptos del Texto Impreso, by Intervention Status, and Random Sample Students: United States, 2021–22**

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>
Mid-year or year-end intervention status								
Accelerated Progress	12	10.5 (2.9)	40	15.5 (3.1)	40	21.3 (2.8)	12	10.8 (3.4)
Progressed	2	10.0 (2.8)	4	13.3 (3.4)	4	18.8 (2.5)	2	8.5 (3.5)
Recommended	2	8.0 (2.8)	8	12.4 (3.6)	8	17.0 (3.6)	2	7.5 (4.9)
Incomplete	26	8.3 (4.1)	75	11.8 (3.9)	74	17.9 (3.4)	26	9.5 (4.4)
Moved	0	---	2	11.5 (4.9)	0	---	0	---
None of the Above	0	---	1	14.0 ( )	0	---	0	---
Random sample students	130	10.9 (4.4)	120	16.1 (4.1)	123	18.3 (4.1)	120	7.6 (4.0)

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

**Table 10a. Progress of Descubriendo la Lectura Students Who Started in the Fall on the OS Total Score, by Intervention Status, and Random Sample Students: United States, 2021–22**

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 intervention status								
Accelerated Progress	22	455.9 (34.9)	26	566.0 (11.7)	25	573.0 (16.6)	21	117.4 (40.6)
Progressed	30	435.5 (30.8)	31	537.6 (17.5)	31	542.2 (26.1)	30	107.1 (40.9)
Recommended	58	418.3 (33.0)	59	502.7 (30.2)	55	511.2 (34.5)	54	93.6 (36.0)
Incomplete	1	395.0 ()	1	530.0 ()	1	525.0 ()	1	130.0 ()
Moved	4	352.0 (62.4)	1	504.0 ()	1	562.0 ()	1	123.0 ()
None of the Above	12	399.0 (31.6)	11	476.4 (26.1)	11	493.4 (42.6)	11	98.2 (46.7)
Random sample students	129	466.1 (56.3)	120	526.0 (42.3)	123	553.6 (41.2)	119	86.4 (42.7)

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

**Table 10b. Progress of Descubriendo la Lectura Students Who Started at Mid-year or Year-end on the OS Total Score, by Intervention Status, and Random Sample Students: United States, 2021–22**

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>
Mid-year or year-end intervention status								
Accelerated Progress	12	470.5 (22.0)	40	516.4 (18.3)	40	581.2 (16.4)	12	105.5 (25.8)
Progressed	2	451.5 (26.2)	4	477.8 (37.2)	4	556.3 (9.0)	2	112.5 (26.2)
Recommended	2	393.0 (36.8)	8	471.9 (24.6)	8	514.8 (28.5)	2	111.5 (26.2)
Incomplete	26	427.8 (54.0)	75	470.7 (40.5)	74	534.5 (31.8)	26	114.6 (49.5)
Moved	0	---	2	484.0 (60.8)	0	---	0	---
None of the Above	0	---	1	481.0 ()	0	---	0	---
Random sample students	129	466.1 (56.3)	120	526.0 (42.3)	123	553.6 (41.2)	119	86.4 (42.7)

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 Descubriendo la Lectura Students Whose Interventions Started in the Fall, by Intervention Status: United States, 2021–22**

Fall interventions status	<i>n</i>	Weeks	Lessons	Lessons per week
		<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>
Accelerated Progress	26	18.0 (2.7)	62.2 (13.5)	3.4 (0.5)
Progressed	31	19.9 (0.6)	66.0 (7.7)	3.3 (0.4)
Recommended	59	19.6 (1.7)	65.6 (11.5)	3.3 (0.5)
Incomplete	1	17.0 ()	54.0 ()	3.2 ()
Moved	4	7.3 (3.9)	21.3 (6.4)	3.2 (0.8)
None of the Above	12	14.4 (3.0)	54.3 (12.7)	3.7 (0.4)

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

**Table 11b. Mean Number of Weeks, Lessons, and Lessons per Week for Descubriendo la Lectura Students Whose Interventions Started at Mid-year or Year-end, by Intervention Status: United States, 2021–22**

Mid-year or year-end intervention status	<i>n</i>	Weeks	Lessons	Lessons per week
		<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>
Accelerated Progress	40	13.4 (5.9)	49.2 (15.6)	3.8 (0.7)
Progressed	4	11.8 (1.3)	44.5 (10.8)	3.8 (0.6)
Recommended	8	13.3 (3.7)	41.8 (12.0)	3.2 (0.6)
Incomplete	75	13.5 (4.5)	46.6 (14.0)	3.5 (0.6)
Moved	1	2.0 ()	6.0 ()	3.0 ()
None of the Above	1	6.0 ()	21.0 ()	3.5 ()

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

**Table 12. Training Status of Descubriendo la Lectura Teachers and Teacher Leaders: United States, 2021–22**

Training status	Teachers	%	Teacher leaders	%
In-training	10	23.8	0	0
Trained	32	76.2	10	100
TOTAL	42	100	10	100

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



**Table 13. Other Roles of Descubriendo la Lectura Teachers and the Number of Students Served in Descubriendo la Lectura and in Other Roles: United States, 2021–22**

Other role (in addition to DLL)	Teachers in role	DLL students		Other role students		All students	
		<i>M</i>	<i>n</i>	<i>M</i>	<i>n</i>	<i>M</i>	<i>n</i>
Classroom teacher	2	8.0	16	17.0	34	25.0	50
Bilingual classroom teacher	4	6.3	25	17.5	70	23.8	95
Title I or reading teacher	19	5.9	112	17.3	329	23.2	441
Special education teacher	6	5.0	30	15.5	93	20.5	123
Staff developer	2	6.5	13	151.0	302	157.5	315
Some other role	5	5.6	28	1.8	9	7.4	37
<b>TOTAL</b>	<b>38</b>	<b>5.9</b>	<b>224</b>	<b>22.0</b>	<b>837</b>	<b>27.9</b>	<b>1,061</b>

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, 2021–22**

Years of experience	Teachers	%	Entry to exit growth
			<i>M (SD)</i>
1	7	18.9	81.3 (26.7)
2 to 5	13	35.1	99.2 (24.6)
6 to 10	7	18.9	102.7 (39.2)
11 to 15	5	13.5	90.9 (48.8)
16+	5	13.5	90.3 (32.8)
All teachers	37	100	94.9 (32.7)

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

**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 at Mid-year or Year-end: United States, 2021–22**

Years of experience	Teachers	%	Entry to exit growth
			<i>M (SD)</i>
1	7	25.9	60.8 (31.3)
2 to 5	12	44.4	68.3 (17.8)
6 to 10	3	11.1	52.3 (28.3)
11 to 15	3	11.1	35.5 (9.4)
16+	2	7.4	84.5 (33.0)
All teachers	27	100	62.0 (25.7)

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

**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, 2021–22**

Years in Descubriendo la Lectura	Schools	%	Entry to exit growth
			<i>M (SD)</i>
1	2	5.9	67.0 (26.8)
2 to 5	9	26.5	99.5 (23.9)
6 to 10	4	11.8	94.1 (21.2)
11 to 15	3	8.8	139.3 (42.7)
16+	16	47.1	94.3 (33.4)
All schools	34	100	95.1 (32.4)

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

**Table 15b. 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 at Mid-year or Year-end: United States, 2021–22**

Years in Descubriendo la Lectura	Schools	%	Entry to exit growth
			<i>M (SD)</i>
1	1	4.0	89.0 ( )
2 to 5	9	36.0	67.4 (26.7)
6 to 10	3	12.0	49.7 (6.8)
11 to 15	1	4.0	66.0 ( )
16+	11	44.0	58.8 (26.6)
All schools	25	100	62.0 (25.7)

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