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Technical Report

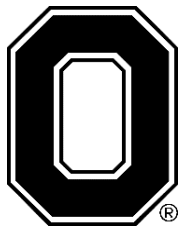
September 2023

**2022–23 Descubriendo la
Lectura National Summary
Report for the United States**



Reading Recovery[®]
Descubriendo la Lectura
International Data Evaluation Center

**The Ohio State University
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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 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.

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

Moved—These are students who started Descubriendo la Lectura but moved out of the school before the 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:

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

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

\underline{n} —Indicates that a given table column is reporting the number of observations that were used to compute a specific set of results.

Table 1. Count of Entities Participating in Descubriendo la Lectura: United States, 2022–23

Entity	<i>n</i>
Universities	3
States	8
Sites	18
Districts	19
Schools	49
Teacher leaders	20
Teachers	50
Descubriendo la Lectura students	
First round	167
Second round	153
Unknown when intervention started	1
All students	321
Random sample students	166

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, 2022–23

Demographic	<i>n</i>	%
Gender		
Male	157	49.1
Female	162	50.6
Other	1	0.3
TOTAL	320	100
School meal costs		
Free or reduced price	111	37.5
Regular price	13	4.4
Information unavailable	172	58.1
TOTAL	296	100
Race/Ethnicity		
Black	1	0.3
Hispanic, any race	311	96.9
White	7	2.2
Multi-ethnic	2	0.6
TOTAL	321	100
Has documented disability		
Yes	39	13.3
No	254	86.7
TOTAL	293	100
Primary language at home is English		
Yes	12	3.7
No	309	96.3
TOTAL	321	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, 2022–23

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	39	23.4	67	43.8	106	33.1
Progressed	38	22.8	2	1.3	40	12.5
Recommended	81	48.5	3	2.0	84	26.3
Incomplete	0	0.0	78	51.0	78	24.4
Moved	5	3.0	2	1.3	7	2.2
None of the Above	4	2.4	1	0.7	5	1.6
TOTAL	167	100	153	100	320	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 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, 2022–23

Group	Fall		Mid-year		Year-end		Fall to year-end gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
Intervention status								
Accelerated Progress	38	0.8 (0.9)	39	16.1 (3.7)	39	20.2 (4.0)	38	19.4 (4.3)
Progressed	38	0.6 (0.7)	38	9.3 (1.9)	38	13.0 (4.1)	38	12.4 (4.2)
Recommended	79	0.3 (0.5)	81	3.8 (2.4)	79	6.3 (5.2)	77	6.0 (5.2)
Incomplete	0	---	0	---	0	---	0	---
Moved	5	1.0 (0.7)	2	2.0 (1.4)	2	10.0 (0.0)	2	9.0 (0.0)
None of the Above	4	0.0 (0.0)	3	1.3 (1.5)	1	16.0 (0.0)	1	16.0 (0.0)
Random sample students	165	3.5 (5.3)	157	9.8 (8.2)	158	14.8 (8.7)	157	11.4 (6.9)

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, 2022–23

Group	Fall		Mid-year		Year-end		Fall to year-end gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
Intervention status								
Accelerated Progress	28	0.9 (1.1)	67	4.4 (3.3)	67	19.6 (2.6)	28	19.4 (3.4)
Progressed	0	---	2	0.0 (0.0)	2	9.0 (1.4)	0	---
Recommended	3	0.3 (0.6)	3	0.3 (0.6)	3	5.3 (0.6)	3	5.0 (1.0)
Incomplete	28	0.3 (0.4)	78	1.5 (1.5)	78	7.5 (3.4)	28	8.2 (2.9)
Moved	1	0.0 (0.0)	2	6.5 (4.9)	0	---	0	---
None of the Above	1	1.0 (0.0)	1	1.0 (0.0)	0	---	0	---
Random sample students	165	3.5 (5.3)	157	9.8 (8.2)	158	14.8 (8.7)	157	11.4 (6.9)

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, 2022–23

Group	Fall		Mid-year		Year-end		Fall to year-end gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
Intervention status								
Accelerated Progress	38	9.2 (7.6)	39	41.6 (9.4)	39	44.3 (11.2)	38	35.0 (13.3)
Progressed	38	5.7 (4.3)	38	32.0 (9.2)	38	37.4 (11.4)	38	31.7 (11.0)
Recommended	79	3.4 (2.7)	81	23.0 (11.4)	79	26.7 (14.0)	77	23.3 (13.4)
Incomplete	0	---	0	---	0	---	0	---
Moved	5	7.4 (6.0)	2	22.0 (7.1)	2	35.0 (7.1)	2	27.0 (2.8)
None of the Above	4	1.8 (2.4)	3	14.7 (16.8)	1	42.0 (0.0)	1	40.0 (0.0)
Random sample students	166	14.0 (10.8)	158	28.1 (13.7)	158	38.8 (16.1)	158	24.7 (12.7)

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, 2022–23

Group	Fall		Mid-year		Year-end		Fall to year-end gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
Intervention status								
Accelerated Progress	28	9.4 (6.5)	67	21.1 (9.7)	66	44.5 (10.8)	28	36.9 (8.4)
Progressed	0	---	2	5.5 (6.4)	2	42.0 (2.8)	0	---
Recommended	3	5.7 (5.1)	3	15.7 (9.0)	3	38.3 (5.5)	3	32.7 (1.2)
Incomplete	28	6.0 (5.8)	78	15.6 (9.1)	78	35.5 (12.5)	28	31.5 (9.4)
Moved	1	20.0 (0.0)	2	27.5 (2.1)	0	---	0	---
None of the Above	1	1.0 (0.0)	1	1.0 (0.0)	0	---	0	---
Random sample students	166	14.0 (10.8)	158	28.1 (13.7)	158	38.8 (16.1)	158	24.7 (12.7)

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, 2022–23

Group	Fall		Mid-year		Year-end		Fall to year-end gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
Intervention status								
Accelerated Progress	38	5.4 (5.4)	39	19.6 (0.9)	39	19.9 (0.4)	38	14.5 (5.4)
Progressed	38	4.0 (3.9)	38	18.1 (2.4)	38	18.7 (1.6)	38	14.7 (4.4)
Recommended	79	1.5 (1.6)	81	13.1 (5.4)	79	13.3 (6.0)	77	11.7 (5.8)
Incomplete	0	---	0	---	0	---	0	---
Moved	5	3.0 (3.5)	2	9.5 (4.9)	2	19.5 (0.7)	2	18.5 (0.7)
None of the Above	4	2.8 (3.6)	3	10.3 (9.3)	1	16.0 (0.0)	1	14.0 (0.0)
Random sample students	166	9.8 (7.5)	158	15.7 (6.1)	159	17.1 (5.3)	159	7.3 (6.4)

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, 2022–23

Group	Fall		Mid-year		Year-end		Fall to year-end gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
Intervention status								
Accelerated Progress	28	5.9 (4.3)	67	14.2 (5.0)	67	19.7 (0.7)	28	13.9 (4.1)
Progressed	0	---	2	2.0 (2.8)	2	18.5 (2.1)	0	---
Recommended	3	4.3 (3.8)	3	5.7 (4.7)	3	11.3 (4.0)	3	7.0 (1.0)
Incomplete	28	3.1 (3.4)	78	9.8 (5.4)	78	16.6 (4.2)	28	14.3 (3.6)
Moved	1	9.0 (0.0)	2	17.5 (2.1)	0	---	0	---
None of the Above	1	0.0 (0.0)	1	2.0 (0.0)	0	---	0	---
Random sample students	166	9.8 (7.5)	158	15.7 (6.1)	159	17.1 (5.3)	159	7.3 (6.4)

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, 2022–23

Group	Fall		Mid-year		Year-end		Fall to year-end gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
Intervention status								
Accelerated Progress	38	19.5 (11.5)	39	38.2 (1.2)	39	38.2 (1.3)	38	18.6 (11.3)
Progressed	38	17.7 (9.3)	38	36.9 (2.7)	38	37.5 (2.3)	38	19.8 (9.6)
Recommended	79	7.8 (6.9)	81	30.1 (9.2)	79	30.2 (9.4)	77	22.3 (9.2)
Incomplete	0	---	0	---	0	---	0	---
Moved	5	15.4 (9.8)	2	30.5 (0.7)	2	37.0 (0.0)	2	24.0 (0.0)
None of the Above	4	5.3 (9.2)	3	23.0 (20.1)	1	38.0 (0.0)	1	36.0 (0.0)
Random sample students	166	24.4 (13.1)	158	33.8 (8.6)	159	35.5 (7.2)	159	11.0 (10.4)

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, 2022–23

Group	Fall		Mid-year		Year-end		Fall to year-end gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
Intervention status								
Accelerated Progress	28	19.8 (9.6)	67	34.7 (4.7)	66	38.1 (1.2)	28	18.4 (9.2)
Progressed	0	---	2	7.5 (10.6)	2	38.5 (0.7)	0	---
Recommended	3	12.3 (10.3)	3	22.7 (9.7)	3	33.3 (3.1)	3	21.0 (12.0)
Incomplete	28	13.6 (8.9)	78	26.7 (9.7)	78	34.8 (5.0)	28	21.8 (7.7)
Moved	1	32.0 (0.0)	2	34.0 (4.2)	0	---	0	---
None of the Above	1	11.0 (0.0)	1	19.0 (0.0)	0	---	0	---
Random sample students	166	24.4 (13.1)	158	33.8 (8.6)	159	35.5 (7.2)	159	11.0 (10.4)

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, 2022–23

Group	Fall		Mid-year		Year-end		Fall to year-end gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
Intervention status								
Accelerated Progress	38	43.2 (12.2)	39	58.6 (2.9)	39	58.5 (3.0)	38	15.2 (12.0)
Progressed	38	40.6 (11.0)	38	57.4 (6.6)	38	58.4 (2.6)	38	17.8 (11.4)
Recommended	79	32.0 (14.8)	81	54.2 (7.0)	79	55.1 (6.3)	77	23.1 (14.2)
Incomplete	0	---	0	---	0	---	0	---
Moved	5	42.0 (12.1)	2	49.0 (7.1)	2	60.5 (0.7)	2	16.5 (9.2)
None of the Above	4	31.5 (21.4)	3	40.0 (33.0)	1	61.0 (0.0)	1	19.0 (0.0)
Random sample students	166	45.5 (16.0)	158	54.1 (10.0)	8	56.5 (6.9)	159	10.8 (12.3)

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, 2022–23

Group	Fall		Mid-year		Year-end		Fall to year-end gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
Intervention status								
Accelerated Progress	28	44.8 (12.2)	67	53.4 (6.9)	67	59.7 (2.0)	28	15.3 (12.0)
Progressed	0	---	2	30.0 (21.2)	2	60.5 (0.7)	0	---
Recommended	3	31.0 (26.9)	3	52.0 (5.3)	3	59.7 (1.5)	3	28.7 (25.4)
Incomplete	28	38.2 (14.8)	78	47.4 (11.4)	78	56.7 (5.0)	28	18.9 (13.9)
Moved	1	46.0 (0.0)	2	60.0 (1.4)	0	---	0	---
None of the Above	1	51.0 (0.0)	1	43.0 (0.0)	0	---	0	---
Random sample students	166	45.5 (16.0)	158	54.1 (10.0)	159	56.5 (6.9)	159	10.8 (12.3)

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, 2022–23

Group	Fall		Mid-year		Year-end		Fall to year-end gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
Intervention status								
Accelerated Progress	38	9.5 (3.9)	39	19.1 (2.6)	39	19.8 (2.8)	38	10.2 (4.5)
Progressed	38	9.3 (3.5)	38	17.4 (2.9)	38	18.0 (3.1)	38	8.7 (3.7)
Recommended	79	7.3 (3.3)	81	15.5 (3.7)	79	16.4 (4.0)	77	9.1 (4.1)
Incomplete	0	---	0	---	0	---	0	---
Moved	5	10.0 (5.1)	2	16.0 (2.8)	2	21.5 (2.1)	2	7.5 (6.4)
None of the Above	4	5.0 (2.4)	3	9.7 (7.8)	1	16.0 (0.0)	1	10.0 (0.0)
Random sample students	166	11.2 (4.5)	158	15.7 (4.2)	159	18.1 (4.3)	159	6.8 (3.7)

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, 2022–23

Group	Fall		Mid-year		Year-end		Fall to year-end gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
Intervention status								
Accelerated Progress	28	9.6 (3.5)	67	13.7 (2.8)	67	20.4 (2.4)	28	11.2 (3.4)
Progressed	0	---	2	9.0 (4.2)	2	20.5 (2.1)	0	---
Recommended	3	7.7 (3.5)	3	10.7 (3.8)	3	17.7 (4.2)	3	10.0 (1.0)
Incomplete	28	9.1 (4.1)	78	11.7 (3.3)	78	17.3 (3.4)	28	8.9 (3.4)
Moved	1	7.0 (0.0)	2	9.0 (2.8)	0	---	0	---
None of the Above	1	8.0 (0.0)	1	10.0 (0.0)	0	---	0	---
Random sample students	166	11.2 (4.5)	158	15.7 (4.2)	159	18.1 (4.3)	159	6.8 (3.7)

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, 2022–23

Group	Fall		Mid-year		Year-end		Fall to year-end gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
Intervention status								
Accelerated Progress	38	452.4 (35.1)	39	566.6 (18.3)	39	575.4 (16.9)	38	122.6 (37.3)
Progressed	38	443.7 (25.3)	38	538.7 (17.9)	38	553.9 (20.9)	38	110.1 (35.3)
Recommended	79	413.2 (37.1)	81	505.0 (34.4)	79	514.8 (39.8)	77	101.7 (45.5)
Incomplete	0	---	0	---	0	---	0	---
Moved	5	444.0 (31.2)	2	492.5 (21.9)	2	553.5 (6.4)	2	105.5 (10.6)
None of the Above	4	387.0 (81.7)	3	430.3 (143.2)	1	562.0 (0.0)	1	142.0 (0.0)
Random sample students	165	471.9 (55.2)	157	524.7 (49.5)	157	552.4 (46.0)	157	79.8 (35.1)

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, 2022–23

Group	Fall		Mid-year		Year-end		Fall to year-end gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
Intervention status								
Accelerated Progress	28	455.5 (29.8)	67	506.1 (24.7)	66	577.0 (16.7)	28	126.4 (29.2)
Progressed	0	---	2	416.0 (52.3)	2	561.5 (13.4)	0	---
Recommended	3	405.7 (86.3)	3	471.7 (22.2)	3	532.0 (17.3)	3	126.3 (70.0)
Incomplete	28	422.9 (87.3)	78	476.8 (33.8)	78	536.7 (29.7)	28	119.5 (78.9)
Moved	1	478.0 (0.0)	2	519.0 (15.6)	0	---	0	---
None of the Above	1	440.0 (0.0)	1	444.0 (0.0)	0	---	0	---
Random sample students	165	471.9 (55.2)	157	524.7 (49.5)	157	552.4 (46.0)	157	79.8 (35.1)

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, 2022–23

Intervention status	<i>n</i>	Weeks	Lessons	Lessons per week
		<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>
Accelerated Progress	39	18.6 (2.2)	64.5 (13.6)	3.5 (0.6)
Progressed	38	19.9 (0.9)	66.3 (10.5)	3.3 (0.5)
Recommended	81	19.9 (0.9)	68.3 (13.4)	3.4 (0.7)
Incomplete	0	---	---	---
Moved	4	9.5 (4.7)	26.0 (10.2)	3.0 (0.8)
None of the Above	4	13.3 (2.9)	37.8 (26.7)	2.6 (1.9)

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 Descubriendo la Lectura Students Whose Interventions Started at Mid-year or Year-end, by Intervention Status: United States, 2022–23

Intervention status	<i>n</i>	Weeks	Lessons	Lessons per week
		<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>
Accelerated Progress	67	12.8 (2.9)	48.1 (14.4)	3.7 (0.6)
Progressed	2	20.0 (0.0)	57.5 (17.7)	2.9 (0.9)
Recommended	3	20.0 (0.0)	65.3 (9.1)	3.3 (0.5)
Incomplete	78	12.7 (2.6)	47.3 (14.1)	3.7 (0.6)
Moved	1	18.0 (0.0)	73.0 (0.0)	4.1 (0.0)
None of the Above	1	6.0 (0.0)	14.0 (0.0)	2.3 (0.0)

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, 2022–23

Training status	Teachers		Teacher leaders	
	<i>n</i>	%	<i>n</i>	%
In-training	16	32	0	0
Trained	34	68	14	100
TOTAL	50	100	14	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, 2022–23

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	3	4.3	13	25.3	76	29.7	89
Bilingual classroom teacher	2	4.0	8	24.0	48	28.0	56
Title I or reading teacher	26	6.4	167	19.8	515	26.2	682
Special education teacher	5	5.2	26	19.6	98	24.8	124
ESL teacher	2	5.5	11	43.0	86	48.5	97
Staff developer	1	8.0	8	200.0	200	208.0	208
Some other role	7	6.0	42	7.1	50	13.1	92
TOTAL	46	6.0	275	23.3	1,073	29.3	1,348

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, 2022–23

Years of experience	Teachers	%	Entry to exit growth
			<i>M (SD)</i>
1	15	31.3	97.2 (35.0)
2 to 5	14	29.2	100.1 (38.2)
6 to 10	7	14.6	95.0 (38.0)
11 to 15	7	14.6	81.1 (42.8)
16+	5	10.4	112.6 (38.1)
All teachers	48	100	96.6 (38.7)

Note: Excludes students served by 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, 2022–23

Years of experience	Teachers	%	Entry to exit growth
			<i>M (SD)</i>
1	9	25.7	86.2 (44.5)
2 to 5	12	34.3	64.1 (19.2)
6 to 10	4	11.4	69.5 (25.4)
11 to 15	6	17.1	58.3 (12.1)
16+	4	11.4	85.9 (16.3)
All teachers	35	100	70.5 (25.6)

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

Table 15a. 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, 2022–23

Years in Descubriendo la Lectura	Schools	%	Entry to exit growth
			<i>M (SD)</i>
1	7	16.7	85.9 (30.5)
2 to 5	9	21.4	96.7 (36.5)
6 to 10	6	14.3	102.6 (45.8)
11 to 15	4	9.5	103.0 (36.5)
16+	16	38.1	97.4 (41.0)
All schools	42	100	96.6 (38.7)

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, 2022–23

Years in Descubriendo la Lectura	Schools	%	Entry to exit growth
			<i>M (SD)</i>
1	5	16.1	82.2 (54.1)
2 to 5	5	16.1	74.3 (13.7)
6 to 10	3	9.7	86.3 (22.8)
11 to 15	5	16.1	66.2 (12.4)
16+	13	41.9	65.1 (23.9)
All schools	31	100	70.5 (25.6)

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